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FROM

The Education
Office

ANNUAL REPORT

OF THE

SUPERINTENDENT OF EDUCATION

OF THE

PUBLIC SCHOOLS OF NOVA SCOTIA,

FOR THE YEAR ENDED 31ST JULY, 1905.

HALIFAX, N. S.:
COMMISSIONER OF PUBLIC WORKS AND MINES,
KING'S PRINTER.
1906.

McAlpine Publishing Company, Ltd., Halifax, N. S.

Old and New County Academies, Shelburne, N. S., 1905.

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EDUCATION OFFICE,

HALIFAX, 14th March, 1906.

SIR,

I have the honour to submit herewith, to be laid before His Honour the Lieutenant-Governor, my report on the Public Schools of Nova Scotia, for the School year ended 31st July, 1905.

I am, with respect,

Your obedient servant,

A. H. MACKAY,
Superintendent of Education.

To the HON. GEO. H. MURRAY,
Provincial Secretary.

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PART I.

GENERAL REPORT, 1905.

ANNUAL REPORT

ON THE

PUBLIC SCHOOLS OF NOVA SCOTIA,

1904-1905.

To His Honour, Hon. Alfred Gilpin Jones,

Lieutenant-Governor of Nova Scotia.

May it Please Your Honour,—

I beg, in accordance with the law, to submit my Annual Report on the Public Schools of the Province, for the School Year ended 31st July, 1905.

For much detail otherwise necessary in an annual report, I submit as supplementary, the April and October issues of the *Journal of Education*, sent free according to law to every board of public school trustees in the province. They contain, among other information, the names of the teachers employed in the schools, the amount of the provincial aid paid each, the amount of the municipal fund paid each section, the names and classes of the teachers licensed and of the graduates of the Normal School, the names and standing of those who obtained "pass" certificates of the four provincial High School grades, the provincial Examination Question papers, the courses of study for various kinds of schools, and the latest amendments of the school law.

The present school year has shown improvement over the preceding year in nearly every department.

The sections without schools were reduced from 240 to 165. This gain of 75 was made notwithstanding the continued migration of teachers, due to small salaries, into other employments at home and into the teaching profession of the western provinces.

This success was due largely to the hearty manner in which the press and a few individuals interested in the movement co-operated with the educational officials

During the revision of the records of the boundaries of school sections completed last year, a number of disorganized sections were

resuscitated, thus raising the total number from 1817 to 1836. But at the same time several consolidations of small sections were effected.

The number of schools in operation increased from 2331 to 2429, making a gain of 98.

The common school pupils increased from 89,871 to 92,966, making a gain of 3,095.

The high school pupils increased from 6,995 to 7,286, making a gain of 296. Of these 3,864, an increase of 427, presented themselves for examination; and 2,034 were successful in obtaining the certificates written for, an increase of 372 over the preceding year.

The total number attending the ordinary public schools (common and high school grades) increased from 96,866 of the preceding year to 100,252, making a gain of 3,386 pupils in attendance. Although the winter was the stormiest for a generation, the days attendance for the year was over 786,000 more than the previous year.

The ratepayers increased their annual vote from a total of $569,-745 to $576,560, an advance of $6,815. As the appropriations for buildings and repairs were $8,647 less than the preceding year, it may be assumed that there was an increase of about $15,000 for salaries and the other current expenses of the schools.

The increase of the schools in operation resulted necessarily in the diminution of the Provincial Aid to each teacher (at the rate of $2.43 to each class D teacher, and to the other classes in proportion); but the increased salaries from the sections more than balanced this deficiency.

For this creditable result, the stringency in the supply of teachers, and the stimulating tone of the provincial press, have done much.

Although the sum total expended on buildings and repairs, $68,253, was not so great as in the preceding year, quite a number of modern and improved buildings have been erected, each being a marked advance on those replaced.

756 teachers' licenses were issued during the year. 1068 of the teachers employed were Normal trained. 2154 pupils attended the mechanic science schools, and 1724 the domestic science schools.

The school libraries increased from 169 to 208, and their estimated values from $26,339 to $28,748.

School gardens increased from 79 to 208; and pupils in military cadet corps from 191 to 258.

The Royal Readers which were prescribed for use in the schools in the year 1877, 29 years ago, were still in use up to close of the school year. The demands being made for many years for a new and improved series are being supplied during the present school year, as indicated in detail in the October *Journal of Education.*

The usual abstract of statistics is given on the following pages:

STATISTICAL ABSTRACT.

1.—Sections.

	1904.	1905.	Increase.	Decrease.
School Sections in Province	1817	1836	19	....
Sections without Schools	240	165	....	75

2.—Schools.

Schools in operation	2331	2429	98	....
" session under 50 days	13	12	....	1
" " 50 & under 100 days	42	43	1	....
" " 100 " 150 "	118	120	2	....
" " 150 " 200 "	333	379	46	....
" " 200 " full year	1178	1273	95	....
" " full year	647	602	....	45
Average days in session	197.9	197.7	....	·2

3.—Teachers.

Number of Teachers	2441	2566	125	....
" " Normal trained	1054	1068	14	....
Class A, Male Teachers	61	64	3	....
" A, Female "	25	22	....	3
" B, Male "	101	98	....	3
" B, Female "	398	420	22	....
" C, Male "	119	121	2	....
" C, Female "	775	851	76	....
" D, Male "	107	103	....	4
" D, Female "	855	887	32	....
Total Male "	388	386	....	2
" Female "	2053	2180	127	....
New Teachers	344	441	97	....
Teachers, service 1 year or under	551	618	67	....
" " 1 to 2 years	282	273	....	9
" " 2 to 3 years	304	283	....	21
" " 3 to 4 years	225	248	23	....
" " 4 to 5 years	186	200	14	....
" " 5 to 7 years	253	266	13	....
" " 7 to 10 years	213	220	7	....
" " 10 to 15 years	188	197	....	9
" " 15 to 20 years	107	109	2	....
" " 20 to 30 years	99	117	18	....
" 30 years and over	33	35	2	....
New Licenses issued (all classes)	759	787	28	....

4.—Attendance.

	1904.	1905.	Increase.	Decrease.
Pupils on Register, 1st quarter..	78,542	84,039	5,497	....
" " 2nd " ..	86,781	91,228	4,447	....
" " 3rd " ..	90,318	94.015	3,697	....
" " 4th " ..	96,667	99,798	3,131	....
Av'ge daily attendance 1st q'ter.	54,878	59,838	4,960	....
" " 2nd "	50,254	56,645	6,391	....
" " 3rd "	50,071	50,177	106	....
" " 4th "	56,107	57,258	1,151	....
Tot. days attend'ce for year..	10,892,521	11,679,319	786,798	
" " in school year.....	215	216	1	

5.—Classification of Pupils.

Grade I (and Kindergarten) ..	20,779	21,056	277	....
" II	13,014	13,891	877	....
" III	12,635	12,862	227	....
" IV	12,297	12,830	533	...
" V.....	9,962	10,606	644	..
" VI.....	8,024	8,411	387	...
" VII	7,418	7,465	47	....
" VIII	5,742	5,845	108	....
Tot. in Common School grades.	89,871	92,966	3,095	....
Grade IX	4,017	4,387	370	....
" X	1,972	1,859	....	113
" XI.....	911	925	14	....
" XII	95	115	20	....
Total in High School Grades..	6,995	7,286	291	....
Total in Public Schools	96,866	100,252	3,386	....
Wrote at High School Exam..	3,437	3,864	427	....
Passed in Grades written for .	1,662	2,034	372	....
Full Academic High School Pupils	1,673	1,693	20	....
Full Non-Academic High School Pupils	3,971	4,358	387	....
Partial.....	1,351	1,235	....	116

6.—Section Statistics.

Property in Section.....	$96,630,393	$95,540,091	.....	$1,090,302
School property in Section	1,890,163	1,971,977	81,814	...
Vote at Annual Meeting .	569,745	576,560	6,815	....
Buildings and repairs ..	76,900	68,253	.....	8,647
Vols. in School libraries..	21,904	28,029	6,125	....
Maps, charts, globes, etc .	8,151	9,194	1,043	....

7.—Total Expenditure.

	1904	1905.	Increase.	Decrease.
Total Provincial Aid....	$268,903.98	$271,656.79	$2,752.81	....
" Municipal Funds..	146,382.45	145,627.20	....	$755.25
" Sec. Assessment...	569,745.00	576,560.32	6,815.32	....
Expenditure Public Education	985,031.41	993,844.31	8,812.88	....

8—Enrolment and Average Attendance of Pupils.

Total annual enrolment	96,886	100,252	3,536	....
Daily present on an average.....	54,000	56,342	2,342	....

9.—Miscellaneous.

Teachers' Licenses issued.....	748	756	8	....
M. P. Q. Certificates	549	562	13	....
Mechanic Science pupils	2,287	2,154	....	133
Domestic Science "	1,628	1,724	96	....
School Libraries	169	208	39	....
Value of Libraries	$26,336	$28,748	$2,409	....
School Gardens	79	103	24	....
In Military Cadet Corps	191	258	67	....
Teachers in Graded Schools.....	967	1,000	33	....
Pupils " "	51,664	50,296	....	1,368
Teachers in Ungraded Schools....	1,474	1,566	92	....
Pupils " "	45,222	49,956	4,734	....

HISTORICAL AND COMPARATIVE STATISTICS.

The historical and comparative statistics given in the following tabulations are of general interest, and explain themselves without the aid of comment:

CONSPECTUS OF PUBLIC SCHOOL STATISTICS.

(A). Before the Free School System.

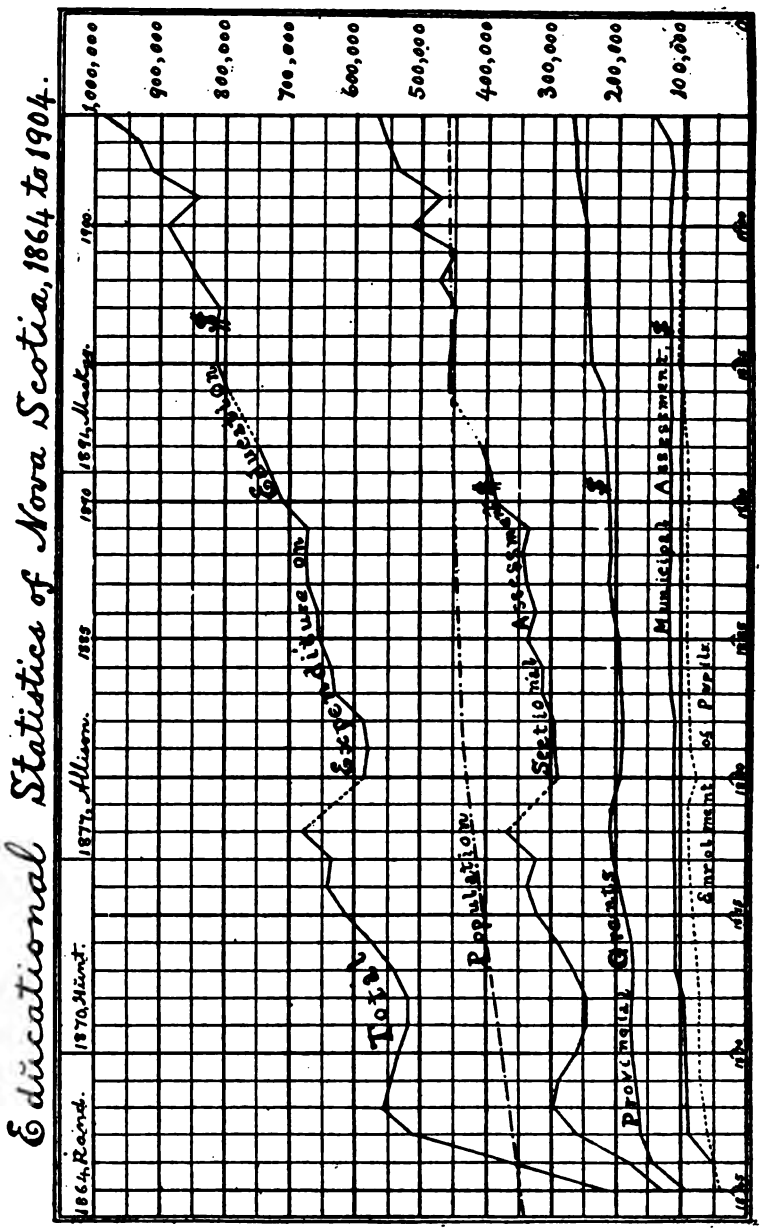
Year	Average No. of Teachers, Winter and Summer.	Average No. of Pupils enrolled, Winter and Summer.	Local Funds, $4=£1.	Provincial Grants, $4=£1.	Total Cost of Schools.	Annual Cost per Pupil "enrolled."	Remarks.
1820	.....	.....	.....	....	$ 34,720	.....	
4	217	5,514	....	.....	.....	.....	
8	.....	6,639	.....	.....	.. ... .	.....	
9	.....	12,000	.....	.. ...	.....	.....	
1831	375	12,941	$ 48,792	.....	.....	.....	Common Schools only.
2	423	11,771	31,367	$ 7,338	38,705	$3 29	
3	457	13,161	57,602	.16,628	74,230	5 64	
4	444	12,573	37,468	17,865	55,333	4 40	
5	530	15,292	49,813	27,323	77,136	5 04	
6	550	16,000	60,000	28,000	78,000	4 88	
1841	648	20,910	.....	.....	.....	.....	
2	854	29,382	83,973	36,112	120,095	4 09	Common and High Scho'ls.
3	939	29,723	92,272	34,396	126,668	4 26	
4	935	30,979	88,190	36,255	124,445	4 02	
6	1001	33,960	79,828	37,712	117,540	3 46	
7	1041	34,729	93,172	43,394	136,566	3 93	
1850	896	25,328	100,556	42,368	142,924	5 64	J. W. Dawson.
1	878	20,579	93,611	42,675	136,286	4 61	"
2	967	32,762	107,107	47,982	155,389	4 74	"
....	.....	.....	.....	.....	.....	.....	
4	907	31,010	103,608	46,642	150,250	4 85	M. & R.
....	.....	.....	.....	.....	.....	....	
6	.....	31,307	104,047	42,355	146,402	4 68	A. Forrester.
7	1002	4,356	128,222	53,519	181,741	5 29	"
8	1127	33,742	129,672	53,319	182,991	5 42	"
9	1061	35,581	135,041	46,891	181,932	5 11	"
1860	1059	35,293	121,873	45,742	167,615	4 75	"
1	1043	33,652	129,775	46,833	176,608	5 25	"
2	1092	36,087	129,999	47,888	177,887	4 93	"
3	1072	37,483	130,664	45,472	176,136	4 70	"
4	1112	35,405	115,226	47,930	163,156	4 61	T. H. Rand.

(B). Under the Free School System.

Years.	Av. No. Teachers, W. and S. Terms.*	Average enrolment of Winter and Summer Terms*	Daily present on an average.	Av. % of enrolments in Daily Attendance.	School Section Assessments.	Municipal Assessment.	Provincial Grants.	Total cost of Public Education.	Annual cost per Pupil in Daily Attendance	Remarks.	
1865	916	39,461	23,572	60.0	$124,673	.....	$ 93.263	$217,936	$ 9 25	Rand.	Semi-Annual Terms.
6	1059	50,574	29,289	57.8	176,252	$ 55.462	136,821	368,535	12 60		
7	1310	65,896	36,943	56.1	262,913	91,477	162,000	516,390	13 98		
8	1390	68 612	39,781	58.2	298.659	91,958	164,750	555,367	13 98		
9	1515	74,130	43,078	58.1	286,754	91,760	167,387	545,901	12 67		
1870	1569	75,279	42,177	56.0	266 160	91,762	174 602	532,524	12 62	Hunt.	
1	1620	75,995	43,612	57.4	247,209	91,762	176,174	515,145	11 81		
2	1592	73,638	40,806	55.4	245,759	95,461	171,395	512,615	12 56		
3	1624	74,297	41,392	55.3	265,274	105,029	165,562	535,865	12 94		
4	1658	76,277	44,143	55.0	287,349	107,301	175,013	569,663	12 90		
5	1775	79,123	44,229	55.3	320,130	107,396	185,565	613,091	13 86		
6	1810	79,813	45,373	56.3	338,838	106,781	194 605	640,224	14 11		
7	1888	82,364	46 690	56.8	324.550	106,833	204,266	635,649	13 61	Allison.	
8	1954	82,846	48,951	59.0	368,282	106,920	208,115	683,317	13 96		
9	1985	82,998	45.857	55.4	....	107.181	205,575	.. ...	.....		
1880	1809	76,393	42,580	55.7	281,561	107,181	196,217	584,959	13 74		
1	1881	73,828	43,461	55.1	246,086	106,695	185,519	578,300	13 36		
2	1932	79,042	43,746	55.3	290,564	106,949	184,627	582.140	13 31		
3	1961	80,477	45,650	56.7	316,477	120,340	186,088	622,905	13 65		
4	2014	82,153	47.280	57.5	314,172	120,345	191,124	625,641	13 23		
5	2054	84,025	48,398	57.8	334,044	120,328	199,188	653,560	13 50		
6	2111	85,714	51,142	59.6	321,954	120,377	209,834	652.165	12 75		
7	2143	85,474	50,055	58.5	337,216	119,047	216,085	672.348	13 43		
8	2153	84,534	48,707	57 6	346,314	118,485	211,196	675.995	13 88		
9	2182	84,429	50 038	59 2	341,716	118,281	212,922	672,919	13 45		
1890	2214	85,482	49,620	58.0	377,529	118,349	213,434	709,312	14 29		
1	2229	83,548	49,347	59.0	393,077	118,301	213,906	725,284	14 69	MacKay.	
2	2268	85,077	50,975	59.8	410,017	120,127	216.430	746,574	14 65		
3	2319	94,899	50,103	52 8	413,448	89.623	166,040	669,111	13 35	(¾ years*).	Annual Term.
4	2351	98,710	51.152	51.8	454,200	120,507	220.436	795,143	15 54		
5	2399	100,555	54,006	53 7	453,144	119,900	238,760	811,804	15 03		
6	2438	101,032	54,015	53.4	450,972	120,018	242,345	813,335	15 05		
7	2485	100,847	54,922	54.4	448.263	119 602	242,811	810,676	14 76		
8	2510	101,203	57.771	57.0	473,104	119,869	245,837	838,810	14 52		
9	2494	100,617	55,919	55.5	447,906	120,082	246,462	814,450	14 56		
1900	2557	100.129	56,224	56 1	519,620	119,923	248,309	887,852	15 79		
1	2492	98.410	53,643	54.5	470,108	119.876	254.778	844,762	15 75		
2	2492	99,059	55,438	55.9	538 851	117,376	257,616	913,843	16 48		
3	2494	98,768	55,213	55.9	552,350	121,016	263,092	936,458	16 94		
4	2441	96,886	54,000	55 8	569,745	146,382	268,904	985,031	18 24		
5	2566	100 252	56,342	56 3	576,560	145,627	271,657	993,844	17 64		

*In 1893 the transition was made from the school year of *two* terms ending on the 31st October to the school year of *one* term ending on the 31st July. This school year, therefore, consisted of the nine calendar months from the first of November to the 31st of July, 1893. From this date the *second* column of the table above gives the "No. of Teachers during the year," and the *third* column gives the "Annual Enrolment."

Curves of the more important of these statistics are shown on the next page.


Educational Statistics of Nova Scotia, 1864 to 1904.
1864, Rand.
1870, Hunt.
1877, Allison.
1885
1890
1894, Mackay.
1900
1,000,000
900,000
800,000
700,000
600,000
500,000
400,000
300,000
200,000
100,000
Total Expenditure on Education $
Population
Sectional Assessment $
Provincial Grants $
Municipal Assessment $
Enrolment of Pupils

SCHOOL EXPENDITURE PER CAPITA OF "AVERAGE ATTENDANCE" IN THE UNITED STATES OF AMERICA, NOVA SCOTIA AND ONTARIO FOR THE SCHOOL YEARS ENDED AS FOLLOWS:

YEAR.	The United States.	North Atlantic States.	South Atlantic States.	South Central States.	North Central States.	Western States.	Nova Scotia.	Ontario.
1871	$15 20	$18 31	$10 27	$ 9 06	$14 87	$21 87	$11 81	.....
1872	15 93	18 86	10 46	9 08	16 36	23 57	12 56	$11 55
1873	16 06	19 89	9 25	8 39	16 53	25 04	12 94	.....
1874	15 85	19 89	9 01	7 55	16 57	24 36	12 90	.....
1875	15 91	20 17	9 98	7 51	16 60	26 85	13 86	.....
1876	15 70	19 14	8 65	6 70	16 91	26 35	14 11	.....
1877	14 64	17 89	7 68	6 25	15 93	24 69	13 61	14 23
1878	13 67	16 55	7 21	5 98	15 08	25 82	13 96	.....
1879	12 97	16 05	6 76	5 65	14 22	23 39	.....	.....
1880	12 71	15 64	6 60	5 40	14 39	22 59	13 74	.....
1881	13 61	17 14	7 22	5 72	15 19	23 81	13 36	.....
1882	14 05	17 35	7 63	6 25	15 79	24 32	13 31	14 27
1883	14 55	18 17	7 46	6 17	16 69	25 39	13 65	.....
1884	14 63	18 37	7 44	6 26	16 90	24 69	13 23	.....
1885	15 12	19 19	7 32	6 74	17 53	26 31	13 50	.....
1886	15 06	19 11	7 33	6 93	17 45	25 52	12 75	.....
1887	15 07	19 38	7 33	6 88	17 45	24 85	13 43	15 18
1888	15 71	20 60	7 61	6 60	18 29	27 38	13 88	.....
1889	16 55	21 64	7 77	7 12	19 30	29 37	13 45	.....
1890	17 23	23 58	7 78	7 28	19 70	30 57	14 29	.....
1891	17 54	23 66	8 52	7 78	19 42	33 42	14 69	.....
1892	18 20	24 89	8 74	7 82	20 13	33 55	14 65	16 15
1893	18 58	25 91	8 65	7 72	20 62	33 57	*13 35	.....
1894	18 62	26 21	8 61	7 58	21 29	29 06	15 54	.....
1895	18 41	26 84	8 58	7 69	20 26	27 32	15 03	.....
1896	18 76	28 45	8 87	7 60	20 09	27 16	15 05	.....
1897	18 67	28 77	9 32	7 09	19 75	25 86	14 76	15 59
1898	18 76	29 34	8 97	7 09	19 47	28 29	14 52	.....
1899	18 99	29 11	9 79	6 92	20 32	26 52	14 56	16 28
1900	20 28	31 82	9 69	7 37	21 12	30 98	15 79	17 40
1901	21 14	33 52	9 61	7 54	22 26	31 46	15 75	.....
1902	21 38	33 28	9 79	8 00	22 84	31 59	16 48	.....
1903	22 75	35 19	10 17	8 92	23 98	32 85	17 64	19 51

*Three-fourths of a year.

EXPENDITURE "PER PUPIL IN AVERAGE ATTENDANCE" IN EACH STATE OF U. S. A., IN ONTARIO, AND IN NOVA SCOTIA FOR THE YEAR 1903—ARRANGED IN ORDER OF AMOUNTS.

New York	$44 62	New Hampshire	$23 69
District of Columbia	40 49	Vermont	22 45
Nevada	39 53	Indiana	22 10
Montana	39 28	Michigan	21 88
Massachusetts	39 04	Maine	20 04
California	38 38	Ontario	19 51
North Dakota	37 19	Maryland	18 81
Rhode Island	36 57	Missouri	17 98
Washington	35 42	Delaware	17 93
Colorado	35 24	**Nova Scotia**	**17 64**
New Jersey	34 13	Kansas	17 59
Arizona	32 82	West Virginia	15 46
Indian Territory	32 47	Oklahoma	13 89
Connecticut	29 58	Texas	12 78
Pennsylvania	27 55	New Mexico	11 53
Iowa	27 44	Florida	10 41
Illinois	26 84	Louisiana	9 96
Wyoming	26 27	Virginia	9 51
Utah	26 23	Kentucky	8 59
Minnesota	25 97	Mississippi	8 01
Ohio	25 54	Arkansas	7 27
South Dakota	25 37	Georgia	7 22
Nebraska	24 85	Tennessee	6 30
Wisconsin	24 85	North Carolina	5 66
Idaho	24 04	South Carolina	5 00
Oregon	23 77	Alabama	4 41

Classification of Pupils, Etc., in Nova Scotia and the United States.

From the 1903 Report of the Commissioner of Education of the U. S. A., page xvi, we find the classification of the pupils of the United States for the year 1902 arranged exactly into *eight* common school grades and *four* high school grades, as has been customary in Nova Scotia since 1893. The total number of pupils in Nova Scotia is 100,252 for 1905. The total for the U. S. A. for the last year of which we have the statistics is 15,941,400. In other words, the school population of the U.S.A. is about 159 times greater than that of N.S. Dividing the U. S. A. figures by 159.414, we find the number in each grade corresponding to 100,000 pupils. The following table presents an interesting comparison. What is briefly called a "grade" in this table, is also called in both countries a "year."

It will be noted at a glance that Nova Scotians stay longer at school, having especially a greater proportion in the higher grades, excepting the twelfth year, which includes in advanced high schools in the United States sometimes several additional years of study.

Classification of Pupils in

	Nova Scotia, 1905.		United States, 1902. (In every 100,000).	
Grade I	21,056		32,301	
" II	13,891		18,269	
" III	12,862		15,220	
" IV	12,830		13,606	
" V	10,606		8,083	
" VI	8,411		4,397	
" VII	7,465		2,545	
" VIII	5,845		2,029	
Total in Common Schools		92,966		96,450
Grade IX	4,387		1,527	
" X	1,859		923	
" XI	925		639	
" XII	115		461	
Total in High Schools		7,286		3,550
Total in Public Schools		100,252		100,000

Except for the advanced work in the twelfth and additional years, the Nova Scotian scholars are generally and decidedly in advance of those of the United States.

Why? Partly because the average Nova Scotian school is open about 198 days each year, against 147 in the United States in 1902. Since 1880, there was a gradual advance from an average of only

130.3 school days in the year, to 147.2, which is the best general record yet made in the United States.

Twenty out of every hundred of the population attend school in the United States for an average of 102 days per year. Twenty-one out of every hundred in Nova Scotia attend for an average of 117 days per year.

The Normal School.

In the United States for a school population of Nova Scotia, 100,000, there are 300 teachers training in the public Normal Schools, and at least 250 more in private Normal Schools and in pedagogical courses in the Universities.

Last year in Nova Scotia 441 new teachers entered the profession, while there were only 148 in training at the Provincial Normal School. This shows that the profession is still used to an excessive extent as a stepping stone to other occupations. Our laws allow teachers to enter the profession without any special training whatever; and although a year of Normal training may raise a teacher's license one class, attendance at an ordinary high school for the same time will produce the same result, while also adding a year of preparation for the other profession ultimately in view. Our teachers, therefore, cannot as a specially trained profession, compare with those of the United States. This discrimination against trained teachers is likely, in the near future, to be lessened.

But notwithstanding all these drawbacks, owing to our too primitive stage of educational development, it is a source of satisfaction to see that people have been for the last twelve years, progressively appreciating our trained teachers, so that instead of the normal 400 employed annually for many years previous, their numbers have for the last three years exceeded 1000. This is the testimony of school boards which are as free to employ untrained as the trained. The following table shows at a glance how this improvement has developed:—

Normal Trained Teachers Employed.

Counties.	1893.	1894.	1895.	1896.	1897.	1898.	1899.	1900.	1901.	1902.	1903.	1904.	1905.
Annapolis	25	25	33	35	33	38	45	51	60	60	59	62	69
Antigonish	2	7	6	6	10	13	21	25	25	18	21	26	32
Cape Breton	17	22	29	33	34	41	43	49	47	73	84	85	107
Colchester	63	67	85	98	106	101	87	88	90	89	99	92	95
Cumberland	76	83	95	104	109	104	114	107	119	126	117	107	97
Digby	17	14	14	27	28	28	31	29	32	51	58	65	63
Guysboro	2	13	18	13	18	16	24	29	27	32	39	33	28
Halifax County	23	40	57	57	53	67	60	56	54	67	71	79	80
Halifax City	31	35	34	38	44	48	54	59	62	70	62	63	65
Hants	45	38	48	46	51	63	62	63	74	79	82	68	62
Inverness	7	7	17	20	21	24	25	31	39	49	40	43	45
Kings	23	35	48	43	49	40	40	52	59	50	48	56	58
Lunenburg	23	34	38	51	57	63	61	60	59	66	66	63	60
Pictou	20	33	41	49	56	53	52	56	55	64	68	63	60
Queens	5	7	7	15	10	15	13	18	14	19	20	20	16
Richmond	5	9	6	7	13	10	16	18	17	24	27	21	32
Shelburne	3	4	5	13	16	18	19	21	25	22	26	56	24
Victoria	4	4	9	6	7	19	29	15	20	18	16	11	13
Yarmouth	18	22	26	29	37	47	54	60	69	67	74	75	62
Totals	408	499	616	690	752	798	840	887	947	1044	1077	1054	1068

The principal recommends, with reason, that the supply of free text-books required for the Normal School course, as well as free transportation for those attending, should be granted as a small offset to the cost of attendance. For fuller information see his annual report in Appendix A.

Rural and Graded Schools.

50,296 pupils attend schools more or less completely graded, in 204 separate school buildings, containing 1000 departments each presided over by a teacher. These are in the cities, towns, and more populous villages and settlements.

The remaining half of the pupils of the province attend what is called "miscellaneous," "ungraded," or "rural" schools, where one teacher teaches everything from the primary subjects, sometimes up to the third year of the high school, Latin included.

Of these, there are 469 schools having over 40 pupils on the register; 713 schools having only between 20 and 30 pupils; and 273 schools with less than 20 pupils who made a daily average attendance for the year in each school of only a fraction more than eight.

Poor Sections.

This last class includes the so-called "poor sections" which receive as much municipal grant for their school boards and provincial aid for their teachers as the largest schools in the province; and in addition get a special grant of one-half more Provincial Aid and one-third more from the Municipal Fund. As the Provincial Aid is a fixed sum total for the Province of $190,000, it can be seen that, everything else being equal, every "poor" school open lessens the grant to each teacher more than a corresponding school even with a large attendance. The unusual reduction of the Provincial Aid to each teacher was due largely to the *seventy-five* schools opened during the year, which were vacant the previous year. This should emphasize for teachers the advantage to the profession in spreading the cult of consolidation wherever possible. These small or deserted sections when aggregated into stronger self-governing units, would at the same time be able to support more effective schools ; so that the people would be benefitted to even a greater extent than the teachers.

It has been complained of, that district boards have put sections on the "poor list" which do not assess themselves at so high a rate as contiguous sections not very much abler. This should not be so; and it is proposed to instruct district boards to authorize the payment of no extra grant in future to any section put provisionally on the "poor list" unless the rate of local assessment is at least as high as the average rate.

Closed Schools.

During the year these were reduced from 240 to 165, making an improvement of 75 in one year. In Appendix G, page 230, will be found the names and outline description of each of these. Many of them are partly deserted sections, the former population having, to a greater or less extent, migrated to other localities. Some of these are so remote and conditions are so primitive, that teachers are unable to obtain suitable places in which to board.

In many places, however, the conditions are very tolerable, except with reference to the appreciation of the value of education. The people have the power of self-government; but a majority having no interest in the education of the children, turn down money votes at the annual meetings, or elect a majority of trustees who will keep the schools closed to save so much in taxes.

Proposed Amendment of the Law.

Recognising that a majority in any school section should not have the right of preventing every child from receiving at least an elementary education, the Legislature amended section ninety-nine of the Education Act, so as to give the Inspector and the district commissioners the power of fixing the sum to be levied on the section to supplement the grants from other sources for the support of school.

But this was not enough, for when the trustees were dominated by the "no school" faction, the amount would neither be levied nor collected. In such cases, the exercise of self-government in school matters is a continued farce for those in control, but a hapless tragedy for those responsible for the education of children.

It is therefore proposed that the Legislature should still further amend this portion of the Act, so that any section failing to have made satisfactory provision for school before the first day of September in each year, should, by such Act, surrender the full administration of their school affairs to a committee of the district school commissioners. This committee should be empowered to determine promptly the amount which it is fair the section should contribute. The amount should be collected by the collectors of the municipal taxes, and paid to the Inspector to administer the school for the year.

If such a law is passed, there can then be some grounds for the criticism of Inspectors for the existence of closed schools. Up to the present, I have reason to believe that Inspectors have done all they could to have school in every section. In several counties of the province they have been very successful. The portions of the

country suffering are those in the proximity of rapidly increasing industrial centres. Young and old people who are able to earn money leave the section for the more remunerative employment near by. Thus, sections are left without any young person desirous of becoming a miserably paid teacher, or many older individuals to support a school which will attract a teacher from abroad, who would find both more money and more health in handling a pick and shovel where labor is at a premium.

School Consolidation.

During the school year, very creditable work has been progressing under the stimulation of some of the Inspectors who are the individuals on whom such progress mainly depends, and whose reports should be carefully read for exact details. Most of the work done this year will not be completed until the following year, the details of which belong to my next report. The $36,000 vote of the Legislature is being very cautiously drawn upon, only for consolidations involving territories so large that more or less conveyance of pupils must be provided. The grants are finally paid over on the satisfactory report of the Inspector, with the distinct understanding that they are to be refunded for regranting to other consolidating sections before the consolidation should be dissolved or reduced by the District School Commissioners at any future time. The only grants paid from the general consolidation fund up to the 31st July, 1905, are as follows:—

East Bay, C. B., (4 Sections).....	$600
Big Bras d'Or, Vic. Co., (2 Sections)	200

But the following consolidations are in train of completion for the following year:—

Kempt Head, Vic. Co., (3 Sections).
Maple Ridge, Inv. Co., (2 Sections).
West River, Antig. Co., (3 Sections).
Tarbet, Vic. Co., (2 Sections).
Baddeck Bridge, Vic. Co., (2 Sections).
Baddeck Forks, Vic. Co., (2 Sections).
The Meadows, Cape Breton Co., (3 Sections).
Advocate, Cum. Co., (2 graded School Sections, 4 teachers).
Spencer Island, Cum. Co., (2 Sections).

The Cumberland county consolidations are specially creditable, on account of the prompt movement for union and the business-like manner in which the buildings were equipped, and the conveyance expense ($300 and $50 respectively) voted by the ratepayers without waiting to make application for extra grants from the province or municipality.

Some inspectors are now taking measures to have all weak sections consolidated which can be economically united, especially those which fail to maintain continuous school. This work is not so easily accomplished as the arm-chair critic dreams. In many communities there are still to be found majorities very sensitive to unreasoning impulse and groundless panic. A populous school section of only normal size at L'Ardoise, in Richmond county, was years ago divided into two. On the accidental burning down of one of these schools, the District School Commissioners, on the recommendation of the Inspector and some of the most progressive citizens, reunited the sections. Instantly, a conflagration of unreason and local jealousies swept the whole region with a stifling effect upon even those who were usually considered the leaders of the people. As the Council felt that to ratify the creation of a new self-governing corporation under such circumstances might be useless, even if not dangerous, this splendid opportunity of creating a magnificent graded school of several departments with superior high school equipment, had to be allowed to pass, to the serious loss of both communities, possibly for years to come. A graded school of as many departments as the one at Advocate could have been created here with no pupil requiring to be conveyed.

East Bay (C. B.) Consolidation.

To give an idea to those working for consolidation in rural communities throughout the province, as to what can and is being done in some rural settlements, I condense the following from a report on the East Bay consolidation made through the Inspector:—

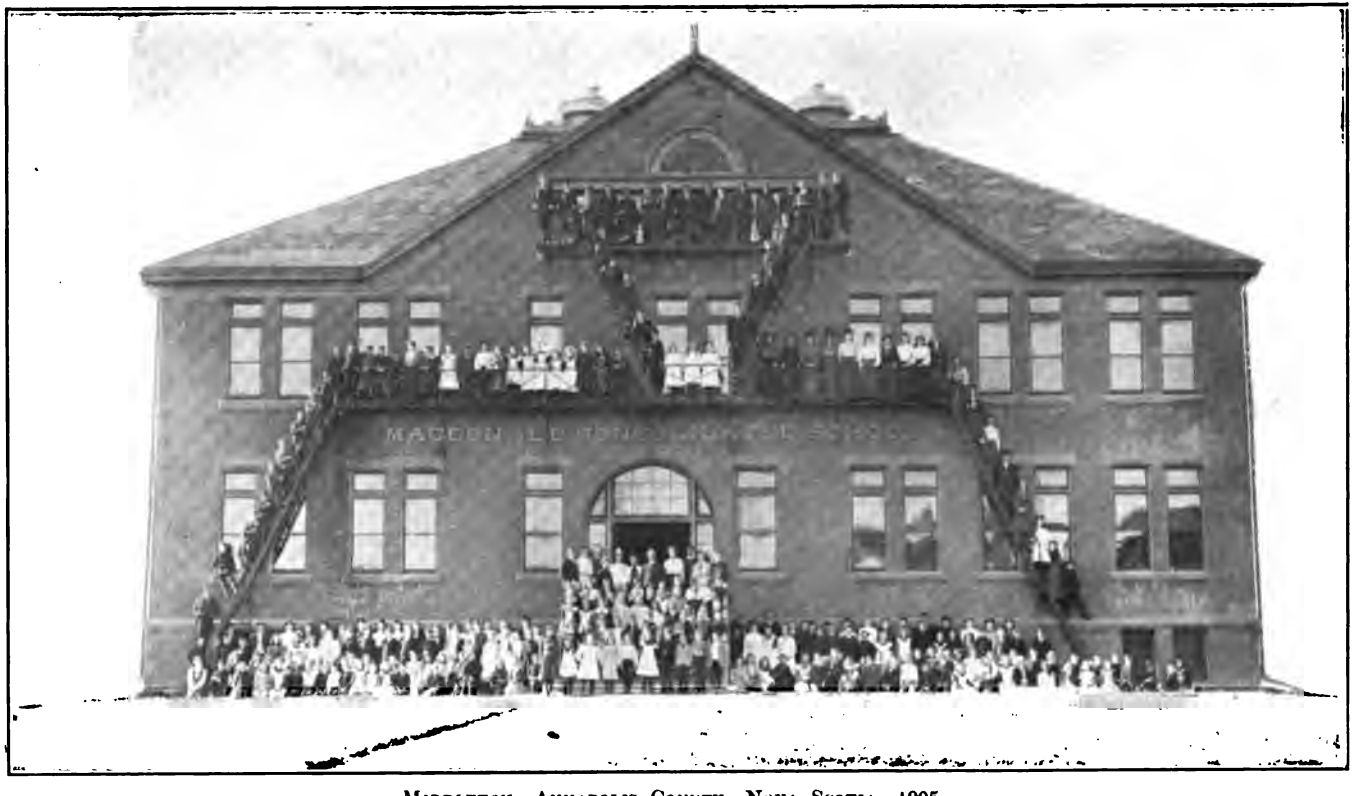
"East Bay School Section, No. 94, District of Cape Breton, is made up of four school sections at the end and on each side of the head of East Bay. They were united in the year 1904. The valuation of the property in the consolidated sections, according to the last assessment, is $35,631. The amount voted for the school last year, $250.

"The school building cost about $1,500. It is provided with forty-eight double seats and desks, two tables, a number of chairs, a good assortment of maps, ample blackboard space, a set of metric weights and measures, charts for the same, and a supply of physical apparatus. The amount expended so far in equipment was about $125.00. The site cost $20.00.

"The enrolment last term was eighty-three, and it is likely to be larger this year. Thus a second department will have to be opened before long, in fact it is a necessity now. The teacher, Mr. D. Jos. McIsaac, is a very capable man; but he must have more work than he can well attend to.

"Only the children beyond two miles from the school were conveyed. Those within this distance travelled in the usual way. The conveyances used on each route were large express waggons in summer, and common box sleighs in winter. They were well fitted with furs, rugs, etc., as circumstances demanded.

"For a part of last winter (which was the stormiest for a generation) the attendance was irregular on the part of pupils within, as well as of those beyond, the two mile limit. On account of the impassable condition of the roads the teamsters were not able to make the trips either way for seventeen days in all. Along these roads for even a longer time the mail carriers did not use teams, but were obliged to make their semi-weekly trips on foot."



MIDDLETON, ANNAPOLIS COUNTY, NOVA SCOTIA, 1905.

"Children are conveyed along four routes:—Gillis' Lake, Glen Morrison, North Side, East Bay, and South Side, East Bay. The lengths of these routes are respectively, 2¾, 3, 2½ and 4 miles. The number of children conveyed on each last term was respectively, 19, 6, 6, and 3. There was no team on the last named route last year. It happened that in this part of the section there was only one child more than two miles from the school. This child was less than six years old, and did not attend school till May. A team is in operation there now.

"In the Glen Morrison region the driver, Mr. D. McEachern, asked and received the sum of only $10.00. He conveyed the pupils all or a part of the distance every morning according to circumstances, and when the weather was favorable, they returned on foot in the evening. In unsuitable weather or when the roads were bad they were met by the team at or near the school.

"On the Gillis' Lake and North Side routes, the children were driven all the way in the morning, and in the evening they were met at a distance of from ¼ to ½ of a mile from the school. On the former of these two routes there were two drivers, Hugh R. Gillis and Allen McDonald, who were paid $63.00 and $65.50 respectively. Dan. O'Handley, the driver on the latter route, received $40.50."

DETAILED FINANCIAL STATEMENT FOR SCHOOL YEAR 1904-5.

EAST BAY SCHOOL SECTION, C. B.

Receipts.

Sectional Assessment	$250.00	
Provincial Aid to Teacher	70.02	
Special Provincial Aid (2 D.)	93.48	
Municipal Fund (Regular)	88.56	
" " (Special, 2 M.)	42.59	
Raised by School Entertainment	57.75	
Rent of Building	19.55	
Sale of Lumber	1.50	
Sale of old Schoolhouse	12.50	
Total receipts		$635.95

Expenditure.

Salary of Teacher	$224.00	
Paid to Drivers for Conveyance	180.00	
Provincial Aid to Teacher	70.02	
General Expenses (fuel, insurance, outhouses, etc.)	69.59	
Secretary's Commission	12.50	
Balance	79.84	
Total		$635.95

Cash on hand ..... $79.84.

THE MIDDLETON CONSOLIDATION.

There is quite a contrast in passing from the statistics of the East Bay consolidation of *four* school sections to the Middleton consolidation of *eight*. Sir William C. Macdonald helped the latter to nearly the extent of $50,000. This gift raised the status of the equipment and staff so that the school drew also from the provincial treasury and the municipal fund of Annapolis about $1000.00 more than the eight sections did formerly; while there was raised by local taxation on more than half a million of property only $1,760. Pro-

tests have been made against the reduction of the municipal fund to the other schools in the county and the reduction of the provincial grants to the rest of the teachers of the Province by these enlarged grants, because they were obtained, not by local effort, but on account of a great gift intended to benefit the Province as well as the consolidation. But the law which, when framed, did not contemplate the probability of any such gifts without a corresponding effort on the part of the ratepayers, had to be exactly carried out by the Education Department.

No arrangement has yet been made, or appears to be planned, to continue the consolidation after the present year. Middleton will then come in for splendidly equipped buildings which it is not likely to be able to utilize fully. The seven rural sections may, for the time being, fall back into their own old school houses with single teachers to do the work of all the grades in each. Primitive schools of this kind can be run more cheaply than a graded school; and the intelligence of the wealthy rural ratepayers can easily see the advantage of the saving of so much money. But it is difficult to estimate the tremendous difference between the effects of the two different kinds of education in the future life careers of their children and their descendants. And it is doubtful whether, on the whole, it will be any cheaper for the outside sections, when the cost of sending some of their children abroad to a high school or Academy is counted in. It is probable that some of the sections which are to be in this manner cut off from the enjoyment of what Sir William Macdonald hoped would be the common property of all, may soon again be reädmitted to the Middleton section, to participate in the benefits which were intended for them more than for the town of Middleton, which, under any circumstances, would have a graded school.

The rate of taxation in the Middelton school section averages only about thirty-five cents on the hundred dollars. By the examination of the table of average assessment rates for each county for several years, given on page xxii, following, it will be seen how trifling a sacrifice the Middleton consolidation is disposed to make for the continuation of the system; although it has all the advantages of the best city schools combined with those of the best rural schools, as compared with the average section of whole counties which are favoured with but very meagre educational facilities. It has been said that in these sections which vote high local rates, property is systematically undervalued. There is evidence to show that this is somewhat the case even around Middleton itself.

Great Village, in Colchester county, which receives no outside aid except a Macdonald School Garden to start with, is in a portion

of the province which compares not unfavorably with the Middleton region, and it taxes itself at the rate of $1.20 on the $100. Bible Hill, another progressive centre in the immediate vicinity of Truro, where the valuation is presumably just as near the absolute market standard as at Middleton, will be not far behind.

The Middleton experiment has nevertheless demonstrated many important points with respect to consolidation which will continue to be of great value to the Province. Were the experiment tried in many other localities which could be selected, the people would with joy carry on the experiment, in some places even should it require a higher local rate than one per cent. It must be said here, that if the Middleton Consolidation would only coöperate to the extent of a one per cent. local rate, aid from Sir William Macdonald could be secured for a few years more.

For the full information of the public, I continue, in the following tables, the statistics of the Middleton Consolidation so far as I am able to obtain the details, showing the figures before consolidation, those for the first and second year of the consolidation, and the estimates for the third year, which may close the experiment:—

MIDDLETON CONSOLIDATED SCHOOL SECTIONS BEFORE AND AFTER CONSOLIDATION.

No. of Sects.	Names of constituent School Sections.	No. of Depts.	Class of Teacher.	Valuation of School Section.	Value of School Property.	Pupils Enrolled.	Av. Daily Attendance.	Sectional Assessment.	Municipal School Fund Received.	Provincial Aid to Teachers.	Salaries of Teachers from School Board.	Total Salaries of Teachers.	Salaries of Van Drivers.	Manual Training Grant, Fees, &c.	Macdonald Fund. Current Expenses.	Macdonald Fund, Capital Expenditure.
19	Brooklyn W	1	C	$44890	$570	23	10.6	$140	$34 69	$82 00	$125 00	$207 00	.....	.....	.....	.....
20	" E	1	D	29717	500	19	8.7	50	32 20	53 62	95 00	148 62	.....	.....	.....	.....
21	Spa Springs	1	D	41663	600	24	13.	100	37 04	54 93	100 00	154 93	.....	.....	.....	.....
22	S. Farmington	1	B	53789	750	33	11.	130	35 66	110 94	140 00	250 64	.....	.....	.....	.....
23	Wilmot	1	B	55330	800	44	23.3	175	47 20	110 94	175 00	285 94	.....	.....	.....	.....
24	Middleton	3	B (Ag)	200000	4000	130	82.3	1000	132 89	127 75	550 00	677 75	.....	.....	.....	.....
24	"	..	B	.....	.....	.....	.....	.....	.....	110 41	175 00	285 41	.....	.....	.....	.....
24	"	..	C	.....	.....	.....	.....	.....	.....	76 92	255 00	331 92	.....	.....	.....	.....
34	Nictaux Falls	1	B	27340	700	47	26.0	190	47 44	105 85	155 00	260 85	.....	.....	.....	.....
35	Nictaux	1	B	58000	1000	47	23.5	185	46 76	109 34	175 00	284 34	.....	.....	.....	.....
Year 1902-3, Before Consolidation		..	10	.....	$510729	$8920	367	198.4	$1970	$413 88	$942 70	$1945 00	$2887 70	.....	.....	.....	.....
Year 1904-5, After Consolidation.		..	10	.....	.....	$34000	418	284.7	$1760	$596 67	$1055 93	$2796 00	$3852 21	$5462 40	$545 25	$6665 28	$25473 01
2nd Year, 1904-5		..	..	.....	.....	$35000	434	272.	$1760	$628 55	$1083 48	$4440 00	$5525 48	$4692 00	$614 00	$8089 97	$1508 (?)
3rd Year, 1905-6, (Estimate).		..	..	.....	.....	$36000	.....	....	$1760	$628 00	$1083 00	$4636 67	$5719 67	$4306 00	$614 00	$7543 17	(?)

FINANCIAL SUMMARY OF RECEIPTS AND EXPENDITURE (NOT INCLUDING CAPITAL ACCOUNT, BUILDINGS AND EQUIPMENT) FOR THE MIDDLETON CONSOLIDATED SCHOOL—BEFORE AND AFTER CONSOLIDATION.

	1902–3, year *before* Consolidation.	1903–4, 1st year.	1904–5, 2nd year.	(Estimate). 1905–6, 3rd year.
RECEIPTS.				
Sectional Assessment	$1970 00	$1760 00	$1760 00	$1760 00
Municipal School Fund	413 88	596 67	628 55	638 00
Provincial Aid to Teachers	942 70	1055 93	1083 48	1083 00
Manual Training Grants	.....	221 25	600 00	600 00
Tuition, Fees, etc	.....	324 00	114 78	114 00
Sir Wm. C. Macdonald (current account)	.....	6,665 28	8,089 97	7,543 17
	$3,326 58	$10,623 13	$12,276 78	$11,728 17
EXPENDITURE.				
Salaries of Van Drivers	.....	$5462 40	$4692 00	$4306 00
" Teachers (from Section)	$1945 00	2796 28	4440 00	4636 67
" " (from Provincial Aid)	942 70	1055 93	1083 48	1083 00
Vacation School Expenses	.....	.....	255 73	156 90
General Expenses	438 88	1308 52	1805 57	1545 60
	$3,326 58	$10,623 13	$12,276 78	$11,728 17

SECTIONAL (LOCAL) SCHOOL RATES OF TAXATION IN NOVA SCOTIA, 1904–5, ETC

COUNTY. (School Year, 1904-5).	Sections having Schools.	Valuation of property in Section.	Valuation of Average Section.	Average Assessment in each Section.	Rate per $100. 1905.	Rate per $100. 1901.	Rate per $100. 1900.	Rate per $100. 1899.	Rate per $100. 1898.	Rate per $100. 1897.
Victoria	47	$ 456,680 00	$ 9,716 00	$176 00	$1 81	$1 22	$1 19	$1 31	$1 39	$1 03
Guysboro	80	1,093,175 00	13,664 00	207 00	1 53	1 60	2 14	1 45	1 82	1 33
Inverness	121	1,162,600 00	9,608 00	146 00	1 51	90	98	97	99	95
Richmond	64	634,708 00	9,917 00	142 00	1 43	1 25	1 19	1 18	1 18	1 02
Shelburne	63	1,463,993 00	23,238 00	273 00	1 17	88	87	83	83	82
Digby	78	2,248,716 00	28,829 00	228 00	79	77	76	61	62	71
Pictou	126	5,822,816 00	46,212 00	364 00	78	78	1 05	78	1 05	67
Halifax County	139	3,889,151 00	27,979 00	211 00	75	74	74	73	74	77
Cumberland	136	6,875,069 00	50,552 00	372 00	73	56	49	55	49	60
Hants	94	3,896,490 00	41,452 00	289 00	69	69	65	65	57	47
Queens	41	1,425,302 00	34,763 00	215 00	61	58	45	44	50	73
Colchester	116	5,448,588 00	46,970 00	285 00	60	52	41	52	53	54
Lunenburg	142	4,721,182 00	33 247 00	196 00	58	54	63	44	55	51
Annapolis	103	3,929,419 00	38,149 00	218 00	57	47	47	43	42	42
Antigonish	64	1,728.729 00	27 011 00	146 00	54	47	42	41	44	44
Kings	98	5,318,538 00	54,270 00	294 00	54	46	43	44	36	36
Yarmouth	73	6,172,132 00	84,549 00	448 00	53	42	43	44	55	40
Cape Breton	85	12,222,753 00	143,797 00	674 00	46	49	97	1 27	89	97
Halifax City*	1	27,030,050 00	.....	116,000 00	42	53	54	40	44	45
Nova Scotia	1671	95,540,091 00	57,175 00	345 00	60	57	63	55	57	55
Nova Scotia, without Halifax City	1670	68,510.041 00	41,024 00	274 00	66	59	66	61	63	60

*Halifax City is the only school section which does not contribute to the municipal fund. In every other part of the Province there is the municipal school tax to pay in addition to these sectional rates.

School Gardens.

These have increased during the year from 79 to 103, although there is as yet no special inducement beyond the enthusiasm of teachers to utilise them for training purposes in Nature Study. Dr. Jas. W. Robertson, C. M. G., manager of the Sir William C. Macdonald educational funds, has, through his representative, Mr. Percy J. Shaw, B. A., been directing the development and utilization of model school gardens at five possible future centres of school consolidation, namely : Bible Hill, Great Village, Belmont, Old Barns, and Brookfield. His report on his experience is given in detail in Appendix F, page 214 ; and is followed by the pupils' compositions illustrating school garden and other nature study and manual training work so fully developed in the Macdonald Consolidated School at Middleton, under the principalship of Mr. Geo. B. McGill.

Legislative Encouragement.

The Legislature, last year, passed an Act authorizing "a sum not exceeding twenty-five dollars, according to the recommendation of the Inspector for each school garden kept up to the standard of form and efficiency as prescribed by the Council," should be payable out of the Municipal Fund to the trustees of such school sections.

It is also proposed to grant a special "Rural Science" diploma, which shall take the place, and be the equivalent of, the old "Agricultural" diploma, whose title and function have hitherto turned out to be misleading and inadequate. This arrangement may admit of an extra provincial grant to the teacher employed in a school having a standard garden. The following draft of regulations was prepared as a basis for the consideration of the Council. They are published here in order to give an opportunity for criticism or further suggestions, which will be welcomed by the Education Department.

Draft of Regulations for the Classification of Rural Science Schools and School Gardens.

1. That the 'Agricultural Diploma' be known hereafter under the name of 'Rural Science Diploma' and that this be awarded hereafter to First Rank graduates of the Provincial Normal School, who subsequently to graduation have completed with credit a prescribed course conducted by the science instructors of the affiliated institutions in Truro.

(*a*) The course of study for the Rural Science diploma shall extend through at least fourteen months, requiring the candidate's attendance during a summer term of six weeks (July and August) and a following term, beginning the first week of March and ending with the ensuing summer term, and requiring in addition, during the August to March interim, reading and practical investigation prescribed by the instructors of the affiliated institutions.

(*b*) As an alternative, candidates shall be held to be qualified for the diploma who have completed with credit four summer terms of at least six weeks as well as the prescribed interim work.

(c) In general, candidates shall not be admitted to the course in March unless they have already completed a summer term and the prescribed interim work.

(d) The course of study for the Rural Science diploma shall comprise:—

Applied Chemistry: especially laboratory investigation of the chemistry of the air, of the soil, of plants and of plant-food; of the chemistry of household processes; of physiological chemistry.

Applied Physics: especially weather phenomena and the phenomena of radiation, conduction, convection as bearing on ventilation, air-drainage and agriculture; texture of soil, percolation, capillarity, and other problems of soil-physics; transmission of fluid pressure, and problems of water-supply; simple astronomical phenomena.

Geology: field-work in the study of surface phenomena and of the dynamics of the earth; minerals, their distribution, properties, uses, chemical composition.

Biology: plants and animals studied in the concrete, especially the ecology of those plants, animals, birds, insects and bacteria, which play important parts in the economy of nature.

Horticulture: especially the management of school-gardens, each student preparing, planting and caring for a plot of ground, making a hot-bed and a cold-frame, practising grafting, budding, layering and other methods of propagation.

2. Any such licensed teacher intending to compete for classification as "fair," "good," or "superior," under section 69 of the Education Act, must give notice of this intention at the opening of the school to the Inspector, who has at the end of each half-year to rank the school; and the lack of such notice shall be a disqualification even should all the other conditions be complied with.

3. For the lowest rank "fair," the school should have the equipment specified in Regulation 51 (a) and (b), must have a school garden of some kind, or effectively utilize adjacent grounds and plantations, and must be conducted in all respects as a first-class school with special excellence in nature-study.

4. For the rank "good," the school should in addition have the equipment specified in Reg. 51 (c) and (d), more than one teacher, and a well conducted school garden of at least the "small" standard prescribed, with good demonstrations of the nature-study done by the individual pupils of the school generally.

5. For the rank "superior," the school should have in addition to the requirements of the previous ranks, the equipment specified in Reg. 53, and a special class of pupils doing advanced work in nature-study of such a kind as to be clearly advancing the industrial methods of the community in at least some department of agriculture, horticulture, forestry, etc. There should be a garden at least of the "medium" standard, and a graded school of at least three teachers.

6. The "small" standard school garden should not be less than one-eighth of an acre (54445 square feet), one-half of which might be set out as an aboretum and shrubbery, the remainder being plowed each spring, then worked up by the pupils into beds of four feet by ten, separated by walks three feet broad. This arrangement would give one bed to each of thirty pupils. The younger pupils might be assigned in twos to each bed. The grounds should be prettily fenced and kept in good order, even during holidays, when they should be visited by relays of pupils a tleast once a week. Such a school garden might be recommended by the Inspector for ten, fifteen, twenty or twenty-five dollars per annum from the municipal fund, according to the excellence of the general condition of

the school, provided the school board spent at least as much on the plowing, fertilizing, etc., forming the annual current expense of maintaining the school in order, in addition to the labor of the pupils and teacher.

7. The "medium" standard school garden should be about one-quarter of an acre on the average, one half of which might be set out as an arboretum and shrubbery, and the remainder divided into fifty or sixty "four by ten feet" beds separated by three feet walks, to be conditioned on the same general principles as the "small" standard. This would be the size of garden desired for the rank "good" where possible, drawing $15, $20 or $25, according to excellence, from the municipal fund.

8. The "large" standard school garden should be over a quarter of an acre, with at least three times the number of "four by ten feet" plots recommended for the "small" standard, say, from 75 to 100 individual beds. This would be the size of garden desired for the rank "superior"; drawing under the same general principles $20 to $25 from the municipal fund.

9. A small shed for the garden tools, with a projection, glass roofed, facing the sun, to serve as a miniature "hot-house" for forcing plants in spring, is a necessary part of any standard garden, a very cheap structure sufficing, especially for the "small" garden. The size, number and management of plots specified above are given merely as general directions when teachers or school boards have no other scheme which they deem superior. Any other arrangements approximating these conditions, but demonstrating novel, or special advantages, or improvements, are not only allowable; but will be specially commended after a successful test.

10. If the teacher or the secretary of the school board recorded under oath the attendance of pupils during the holidays in weeding and observing the beds, such time might be arranged through the Inspector to be substituted equitably, according to agreement, for an equivalent number of holidays during the winter or stormy weather of the school year following, or the "days attendance" added.

11. Inspectors may have to consult with each other, and perhaps exchange visits to the schools of each inspectorate, in order to be sure that the same standards of classification are maintained in each inspectorial division. The same conditions hold with respect to the inspection of Manual Training and Superior Schools generally. Notice of competition for school garden grants must be given to the Inspector at the opening of the school each year, and should be signed by the *Secretary* as well as the teacher.

Information respecting school garden work, tools and sheds, as exploited in the Macdonald group under Mr. Shaw, will be found in Appendix F, page 214. Dr. Robertson's application of the Macdonald funds to this work, as well as to manual training and the supplementing of the Guelph Nature-Study scholarships, is beginning to prove of permanent value to the educational development of the Province—as also the Middleton experiment, which is successful in every respect except in the locality selected.

A Peculiarity of our High School Development.

In a previous report I described this peculiarity and the difficulty in dealing with it by any general law hitherto proposed, as follows:

There are a thousand schools doing more or less High School work—sometimes with one or two pupils only. It is this, probably, which gives rise to the criticism from some quarters, of there being too many subjects in the course of

study. A rural school may have fifty or sixty pupils taught by one teacher, who tries to teach all the essential subjects of the Common School to the majority, and of the County Academy to half a dozen, more or less. It is argued that the system which tolerates anything approaching this extreme case is wrong. But on the other hand, were the law to prevent the teacher in a rural school from aiding a few who passed through the Common School grades, it would be resented as a piece of tyranny, as the taking away of an immemorial privilege, as interfering with the rights of self-government in the school section, in order to force the advanced pupils to be sent to the Academies or other High Schools in the neighboring towns, all of which might be too great an expense to be borne by many parents. In many rural schools students used to be prepared to enter college for over three quarters of a century, and strongly object to a change mainly in the interests of the larger High Schools. There are two sides to the question, which are left to the teacher and trustees for harmonious balancing, aided by the Inspector when an umpire is required. The plan has the advantage of letting the people have as much as they feel they can manage; and the evils are not so serious as those likely to be created by abolishing the privilege of occasional High School work in rural schools.

Latin and Greek.

But notwithstanding these difficulites in the rural schools, there are said to be in several sections of the country some people who wish to have more Latin and Greek taught their children, so as to obviate the necessity of sending them to a County Academy, to prepare for a college course requiring some knowledge of these languages. If this is attempted to be done in rural schools with one teacher, where everything from the alphabet has also to be taught, it cannot be expected to be well done.

Could the C. P. I., by its fiat, send these students to the properly equipped schools to be found in every quarter of the province, the problem would be solved. But this cannot be done.

There are 7,000 studying in the high school grades. There are only 700 attending all our colleges at the same time, and not all of these require Latin and Greek.

The colleges find that although students who come up from Academies and high schools, after taking the regular course in those subjects in the better equipped institutions are all right, there are many coming directly from rural schools, or from the Academies, after only a brief term in classics, who are not up to the matriculation standard in this subject, although standing well in the others. They do not reject them; for there are so many other institutions to which these students may turn. In one of these, at least, it was deemed necessary to establish an additional chair to bring otherwise mature students up to the desired matriculation standard in the ancient classics. It has been asked if the High School program of studies can not be so changed as to have this preparatory work done in the public schools.

Could the colleges all refuse to receive such students as undergraduates until a common matriculation standard would be attained, the problem would be solved. The colleges can do this; but so far they have not done so. In my report of last year, I pressed on their attention the consideration of some such common action, in which the following paragraph occurs:—

But as University consolidation is not in sight at present, we ought to utilize as effectively as possible the very valuable University facilities we already have. Without consolidation, each might work in harmony with the other; developing its own specialities, but doing so on lines showing their scholarship equivalence clearly. A voluntary University Council for the Atlantic provinces of Canada might arrange a uniform and perhaps more full matriculation stardard, including drawing as one of the subjects, so as to reinforce the influence of the public school course in favor of attention to a department in which our pupils are far behind the product of European schools, and are therefore more handicapped than necesary in entering upon engineering, and other high class industrial professions. Such a council might also be able to standardize the various degrees conferred by each. The Education Department would be glad to see the Universities thus organized, even should they be entirely unconnected with the provincial system.

At the opening of the Provincial Educational Association, I urged the Convention to consider the course of study. A committee was finally appointed to coöperate with two representatives from each college, a sub-committee of which is now preparing a report embodying its views. In order to give these views as fully and promptly to the public as possible, it has been arranged to have them published as an appendix to the report of the Association, which is at present going through the press.

In order to facilitate the full consideration of the problem, I have compiled such statistics as could be obtained at the moment. These statistics show, that although the study of Latin has been increasing under our late regulations, it has not increased so rapidly as the high school work generally.

7000 students are reported as doing high school work. Of these, only 1,600 are studying Latin. And there are in attendance at our colleges about 700.

It is also thought that some high school students passing Grade XI in the subjects required for matriculation are really too young to profit economically by attending University lectures. This tends to prove that the minimum course of the high school grades does not contain sufficient work, or that the examinations were not sufficiently exacting. It is argued therefore that it is now full time for advancing the regular course of the high school to four instead of three years, as at present, in order to obtain more thoroughness and secure more maturity on the part of all passing into the Universities.

As a part of the policy of the proposed improvement of the teachers' position and remuneration, it is deemed essential to considerably increase in the future the effective scholarship and pedagogical power of at least Academic and First Class teachers. It is thought by some that at least Latin scholarship should be required of these in addition to their other qualifications. Perhaps no one goes so far as to demand the making of Latin compulsory on the whole 7,000 high school students, seeing that only one in ten may be expected to attend college, and only a portion of these require a knowledge of the subject. To those who have any adequate idea of the trend of modern thought and events, this can be seen to be impossible. The high school does not exist simply as a preparatory school for the colleges, still less for the classical departments of the Universities alone. This function is at present only one-tenth of its work, and is not likely to increase rapidly in magnitude until the Universities become better adapted to the general needs of the country.

That this view is a general one appears to be indicated by the report of the Education Committee of the House of Assembly, dated 25th March, 1902, which was unanimously adopted by the House of Assembly; for its first paragraph reads as follows:—

"Your Committee are inclined to the opinion that the schools "of this province, as at present conducted, are too much absorbed in "book-work and in verbal studies, which seek to train the memory "only, but which fail to give adequate discipline, or to fit the pupil "for skilled labour or practical life."

In the next paragraph, it is stated that—

"The defects in the system are a legacy that has been handed "to them from the past, and will take time and patience to remove."

PROPORTION OF OCCUPATIONS IN N. S., 1891.

The public schools have to prepare the children dependent on the "wage-earners" of the following different occupations for intelligent citizenship, and many of them to be leaders of thought and captains of industry. Those in the learned professions are few but important. And even for these to make a good "living," it is necessary that there should be numerous intelligent, scientifically trained leaders in the most of the other occupations:—

Agriculture	53,340
Mining and Fishing	29,893
Manufacture and Mechanical work	26,541
Domestic and personal service or trades	23,463
Trade and Transportation	18,117
The Learned Professions	6,100
Spending incomes	2,619
Total earners of "livings," (1891)	160,073

The common and high schools owe general and special duties to each and all of these classes.

But it is hardly much easier to adapt the high schools than the colleges to the general needs of the country; for modern conditions are becoming so complex that the number of subjects demanded by different interests makes it impossible to suit all even in the larger high schools. What to put in, and what to leave out, are questions which from the beginning up to the present are only becoming more intense with the progress made. The best course is not likely to be agreed to. A compromise will infallibly have to be made between the traditions of the past and the promise of the future. This refers to the general program of studies prescribed for the schools. The particular course for each student, must, to a large extent, be selected out of the general program. But no school can have an extended program for students to select from without a large staff of teachers. There can, therefore, be little hope of materially improving any special high school work in the rural schools, except by improving the teacher. In fact, no pressure should be brought to bear on any rural school under one teacher to do high school work. But in towns and the larger graded schools everywhere, the more essential subjects of a high school course should be provided to be thoroughly taught to any pupils desiring them.

Conventional Stimuli for the Study of Latin.

No candidate for the learned professions of Theology, Medicine and Law, can be admitted without a knowledge of Latin. The Rhodes Scholarships are open to none without a good elementary knowledge of Latin and Greek. In many of the scientific departments, a knowledge of these two languages is necessary in order to effectively understand and use their nomenclature. Whether for the best, or otherwise, our predecessors have bequeathed us this heritage, which imposes upon educational systems to-day additional work which neither Greece nor Rome required in order to make immortal literature. I refrain entirely from marshalling together here the alleged good and bad effects of a general voluntary or compulsory devotion to the classical cult. I merely call attention to the fact that there is a demand for it which it is the duty of an educational system to aid in providing to a limited extent, although only for the few.

It is also important to notice, that however defective this provision at present may be in the estimation of some people, and although these languages have not been forced on high school pupils indiscriminately, both Latin and Greek have always been placed in the course of study so as to attract the abler students who alone select them on account of their linguistic and philologic discipline, while

others select them as the necessary conventional subjects which they must pass in order to enter the profession by which they are to earn their living. The result is, that at present, as a rule, the abler students in our better equipped high schools are to be found among the classicals. This in its turn promotes the prestige of the classical cult. On the average, the classical student is therefore now the ablest of the average high school group of four. A less flexible regulation might force a greater number of weaker students to take Latin, but with distinct loss of prestige to the large Latin group.

Of course, the addition of Latin to the requirements of the two highest classes of teachers, can, under no circumstances, be considered the equivalent of subjects which modern educationists all over the world agree in considering as fundamentally important. But as the financial status of the teacher is now likely to rapidly improve, it is necessary and proper that his scholarship and skill should advance. Perhaps the solution may be found in creating classical and scientific B's, making the scientific side more thorough than the present standard; and requiring County Academies and high schools with a certain number of departments to have at least one classical master as a condition qualifying for the superior grants.

In the report of the Supervisor of the Halifax public schools of all grades, which is published as usual in Appendix C (page 127), will be found some views on this problem, and on the applicability of the present enlarged program of studies to the varied interests of the City of Halifax.

History of High School Course.

The high school course of study was prescribed in 1885, after four years of consideration by committees and the conventions of the Provincial Educational Association. Concurrent with this course, which was imperative only on the County Academies, there was the real course of study, the teacher's provincial examination.

In 1893, these two courses were unified, with the effect of saving divided and mis-spent energy, and enormously stimulating the growth of high school work as shown in the statistics below.

In dealing with the statistics of Latin from 1885, we are for two years without a knowledge of the number in each year, and therefore can give only the totals. The exact totals for each year from 1885 to 1892 can not be obtained from the statistics which were then compiled for winter and summer terms separately. In our comparisons for this period, we shall therefore use the term statistics which give the largest numbers in Latin—the winter terms, except in 1890.

As the numbers of high school students are not given from 1885 to 1892, we can compare only the numbers taking Latin with those taking Algebra and Geometry, which is the nearest approximation which can be made to a reasonable estimate of the total high school students who had to take Mathematics for the lowest teacher's license.

The following table shows the ratio of students taking Latin and these two mathematical subjects at intervals of ten years:—

	Actual Numbers.			Ratios.		
	Latin.	*Algebra.*	*Geom.*	*Latin*	*Algebra.*	*Geom.*
1885, Winter	933	6085	4785	1	6.5	5.1
Summer	876	6014	4255	1	6.9	4.9
1895, Grade IX	702	3088	2834	1	4.4	4.
" X.	483	1260	1232	1	2.6	2.6
" XI	275	550	550	1	2.	2.
" XII	46	40	42	1	0.9	0.8
Totals	1506	4938	4658	1	3.3	3.1
1905, Grade IX	729	4083	3934	1	5.6	5.4
" X	480	1757	1718	1	3.7	3.6
" XI	299	832	862	1	2.9	2.7
" XII	84	62	55	1	.7	.6
Totals	1592	6784	6569	1	4.3	4.1

This shows that while the students studying Latin had been increasing during these twenty years, they did not increase so rapidly as the high school students generally.

The following table, showing the growth from year to year since 1885, gives a more complete view of the general development with some of its peculiar fluctuations:—

Year.	Total No. of Common and High School Pupils	No. of High School Pupils.	No. of Students attending Nova Scotian Colleges.	No. of Schools Latin taught.	No. of Pupils Studying Latin.				
					IX.	X.	XI.		Total.
1885	103,287	*	*	*	*	*	*	*	933
6	105,410	*	*	*	*	*	*	*	1012
7	105,137	*	*	*	350	247	196	*	793
8	105,231	*	*	*	493	285	164	*	942
9	103 688	*	*	*	535	322	227	*	1084
1890	103,597	*	*	*	624	321	193	*	1138
1	101,724	*	*	*	689	405	293	*	1387
2	102,586	*	*	*	727	364	295	*	1386
3	94,899	4246	*	75	722	444	272	30	1468
4	98,710	4650	*	69	742	461	278	57	1538
5	100,555	5528	*	109	702	483	275	46	1506
6	101,032	6116	533‡	98	703	519	340	86	1648
7	100,847	6556	550	100	597	497	328	71	1493
8	101,203	7123	788	129	790	645	299	90	1824
9	100,617	7574	818	136	725	607	300	100	1732
1900	100,129	7249	678	134	690	498	331	76	1595
1	98,410	7296	686	128	720	480	342	93	1635
2	99,059	7140	642	*	624	416	299	85	1424
3	98,768	7081	666	*	619	385	266	87	1357
4	96,886	6995	687	*	658	475	273	76	1482
5	100,252	7286	736	*	729	480	299	84	1592
Ratio in U. S. A., 1902	100 000	3550§	122†	.....	764	462	349	230	1775

*No exact statistics collected.

†Including all the universities and colleges (colleges for women, agriculture, mechanics, science, medicine, law and theology).

‡These figures are from the universities in Nova Scotia, and do not include women's colleges, or the universities outside the bounds of the Province which are attended, it is estimated, by at least 200 more Nova Scotian students.

§This number includes public high schools students only. Public and private students of secondary or high school grade amount to 5038 for every 100,000 in the public schools. Nearly fifty per cent. in 1902 were studying Latin.

It will be noticed that the number of Latin students increased under the original regulation of 1893 until 1899, when on the strong recommendation of some high school classical masters, a change was made with the object of further encouraging classical study. The adoption of their recommendation appears to have had the opposite effect, for a decline followed, from which there has been no rally since. The regulation of 1893 allowed Latin to count as a premium in raising the aggregate of a candidate on the imperative subjects to the "pass" mark. Since 1900, the student is required to make the "pass" aggregate on any *eight* papers, one to four of which (according to the grade) can be classical papers. The result was the lessening of the numbers of classical students, although the regulation tends to improve the quality of the work done.

I quote here from three different leading authorities which arrived simultaneously, samples of the diverse views which are being constantly impressed on the public by powerful publications which lead the professional and popular mind. It may help to explain to the public the difficulties of the framers of courses of study:—

FROM THE SCHOOL WORLD, LONDON, ENGLAND, JANUARY, 1906.

The autumn meeting of the Classical Association of Scotland was held in Glasgow University. Prof. Butcher, the vice-president, occupied the chair. The chairman said that his interest in the objects of their association had increased rather than diminished since he left Scotland. He is more than ever convinced from what he knows of the state of matters in England and the colonies that they are on the eve of a great revival of interest in the classics. The membership of the English associations is now about 1,000, with fresh accessions every day. The membership is not confined to teachers, but includes a large element of the educated public who believe in the value of classics. There is no desire as an association, either in England or Scotland, to make war upon any of the new studies which modern life has rendered necessary, nor in any way to be exclusive. It is not maintained that classics are the only elements in a liberal education; but Dr. Butcher believes emphatically that in promoting classical learning, a form of human culture which has still a great and increasing part to play in the modern world, is being encouraged. The interest and value of it, far from being exhausted, are constantly increasing, and new possibilities are being opened up, partly through increased knowledge of the whole of antiquity, and partly through improved methods of teaching.

Prof. Hardie, Edinburgh University, submitted the report of the committee on Latin pronounciation. This report states that the primary questions seem to be:—(i) Whether an effort should be made to secure greater accuracy and uniformity in pronounciation; (ii) what is the object aimed at in such a reform; (iii) what are the things on which most stress should be laid. The committee considers that the first question is for the association to decide after hearing their suggestions. As to question two, the aim ought to be to pronounce Latin as the Romans pronounced it in the best days of their literature, or as approximately as possible. As to question three, any inquiry about pronounciation must be concerned with two things—(a) accent and quantity, and (b) the system of sounds—the sounds to be assigned to various letters. The first is most important for Scotland, the second for England. In Scotland, owing to the comparative neglect of verse compositions, accent and quantity are commonly inaccurate, and the feeling for rythm seems to be not nearly so keen as south of the Tweed. On the other hand, the English system of Latin pronounciation is thoroughly unsound, and cuts students off from the scholars of the rest of Europe, whereas the Scottish system approximates closely to the continental standard. In the general discussion which followed the report, all the speakers supported the movement for uniformity, and a very general preference was shown for the Scottish system of sounds, modified in certain aspects, as opposed to the English. It was agreed to continue the committee on the subject, and that the report submitted should be circulated in all the chief schools and training colleges of Scotland, with a request that an expression of opinion should be forwarded to the secretary.

In Nova Scotia, the Education Department several years ago recommended the uniform "ancient Roman" pronunciation, which is being generally adopted in the Academies and High Schools. The University of Dalhousie, under Professor Howard Murray, led the movement here. It has also been adopted by all the other leading universities in Canada and the United States; and it is satisfactory to find Old Scotia following.

At the meeting of the Classical Association of Scotland above referred to, on the second day, the 6th of January last, the following interim report of the Curricula Committee was moved by Prof. Sonnenschein:

"That, in the lower and middle forms of boys' public schools, whereas Latin "should be taught with a view to the correct writing of the language, as well as to the "intelligent reading of Latin authors, Greek should be taught only with a view to "the intelligent reading of Greek authors."

After a long discussion Prof. Conway moved as an amendment, to substitute:

"Latin should be taught with a view to a mastery of the language for its own sake "by practice in writing and by other means."

After a still more vigorous discussion, Mr. Mackail moved and Dr. Postgate seconded, that the clause referring to Latin be omitted; and the resolution, thus amended, was passed. The whole discussion was most interesting, although one-sided from the point of view of a public school curriculum. The committee's recommendation, the several amendments proposed, and the one finally carried, measure the change taking place even among the classical teachers. The summaries of the leading speeches illuminate the tendency not only in Scotland but England

The following extracts from the JOURNAL OF EDUCATION, London, England, for February last, with reference to the tendency in France and Germany, are also germane to our problem to-day:

FRANCE.

The latest statistics that have been compiled point to the gradual extinction of Section A (Latin and Greek). We will not trouble ourselves and others with figures, but say simply that, both in Paris and in the departments, the tendency to desert it is strikingly marked Public favour, which lately inclined towards C, now runs rather towards B (Latin and modern languages). The reservation of Greek for an *elite* is proving, as we anticipated, deadly to it. The Latinless Section D still enjoys considerable popularity.

GERMANY.

Abroad, be it for good or evil, the tendency of the day is unmistakable; it is to give a fuller recognition to mathematics and science at the expense of literary and linguistic studies An interesting report of a Committee connected with last year's *Naturforscherversammlung* at Meran has lately been issued It gives adherence to three general principles: (1) That education in higher schools ought not to be one-sided, not exclusively based either on languages and history, or on mathematics and natural science (2) That mathematics and science are educational instruments of no less worth than languages. (3) That parity of right should be universally accorded to the three higher schools. To the statement of principles particular recommendations are appended. In mathematics no addition to the number of hours is required; but the curriculum should be freed from worthless special studies in order that room may be won for education to functional thinking ("Erziehung zum funktionalen Denken"). In the real gymnasium mathematics should part with time to science, especially to biology, so that boys may get at least the minimum of scientific knowledge that is necessary for the understanding of modern life. The gymnasium, too, should acknowledge the claims of biological studies; to mathematics it should allot as many hours as does the real gymnasium. Physics ought to be treated not as mathematical, but as natural, science. The subject should be pursued in such a way as to bring out the general method of winning knowledge in the domain of experimental sciences. Moreover, the learner must not merely see experiments done; he must be trained to perform

experiments himself and to make his own observations. And, "side by side with physics, chemistry and the biological sciences must receive a full measure of regard in the time-tables of all higher schools, as being subjects essential to the comprehension of modern culture. Chemistry is the fundamental science of substances which compose the world about us Biology, so progressive in the last fifty years, is the science of life, of the phenomena, laws, and history of the organic world—a science including man himself as an integral element, and awakening human interest in the most various ways. To open a road to the understanding of the relations of world and man, and at the same time to exercise the faculties of observation upon the concrete forms of Nature, seem to the Committee to be indispensable additions to the task of the higher school, which hitherto has cultivated in undue proportion abstract matters of instruction, such as languages and history."

EUROPE.

All over Europe the same pleas are being urged in some form or other. Of course, it is to be dreaded that too large a concession may be made to the utilitarian school in education. If we put secondary education under popular control, we may end, if we are not careful, in finding it all "bills of parcels" typewriting, and commercial French. Literature must always occupy a foremost place in any wise scheme of education. But the world is changing about us. Modern science is making its influence felt even in literature. If our boys concentrate their attention on longs and shorts, they will soon be unable to understand the best that men are thinking and saying about them. And it must be remembered that the science gaining ground in German schools is, as we have before shown, science regarded as an instrument of education, and not science as the slave of commerce If our schools ever cease to be places of education and become vestibules to the shop, we shall have to abandon our wide realm to the nations that can train citizens to be capable of empire.

FROM THE UNIVERSITY CORRESPONDENT, LONDON, ENGLAND, JANUARY 15, 1906.

"Greek verses are gone, Greek prose is going." With such lamentations some Atticists of old-fashioned schoolmasters may well have read in his daily paper last Monday that the Classical Association had endorsed with practical unanimity a recommendation of its committee, "That in the lower and middle forms of boys' public schools Greek should be taught only with a view to the intelligent reading of Greek authors." The Birmingham University Professor of Latin and Greek moved this resolution, the Headmaster of Eton seconded, and the Heads of two Oxford colleges spoke in approval.

Seriously, there seems little to object to in this decision: if the majority of middle form boys are as a result taught to read Greek authors intelligently it will be a great step in advance on our achievments under the old system. At the same time it is rather interesting to find the Classical Association responsible for such a suggestion, although it is in harmony with Lord Halsbury's proposal at the 1905 meeting of the Association that some sacrifice of accuracy in teaching Latin and Greek grammar might be advisable. The school boy will be looking forward to the January, 1907, meeting to see what further relief of his classical burden is effected. A further move in the same direction would be the reading of a complete author or work in an English translation while a portion is studied in the original.

Latin might as well be given up also, said Dr. Clifford Allbutt at the same meeting, unless it was cultivated as a spoken language. "By the act of speaking, a language becomes built into and integrated with the fabric of the brain. Latin is a tongue which can be spoken and so be built intimately into the very nature of the pupil. But if Latin cannot take wing from the book to people the air of the schoolroom, and to stir the delightful flutter of life on the lips of the boys, then Latin, too, is better away and modern language put in its place."

FROM THE INDEPENDENT, NEW YORK, FEBRUARY 1, 1906.

In Germany some are beginning to fear the growth of what they call "the learned proletariat." In this country we have no need yet to fear that, except that too many young men study for the same profession, the remedy for which is not a reduction in the number of students, but an increase in the number of studies taught.

Parents are apt to be rather hazy on educational methods, but they have rather clear ideas of what they want made of their children. It is undeniably a fact that the progress that has been made in development of new forms of education to meet the demands of modern life has been due more to this pressure than to the initiative of educational authorities. The procrustean curriculum is bound to break down as soon as the students or the outside world have anything to say about it. We are teaching many things now that were once thought non-teachable, and no limit to the advance in this direction is yet in sight.

This last quotation emphasizes the chief difficulty in framing courses of study to the satisfaction of every one in Nova Scotia. In the cities and towns there are more and more calling for the introduction of commercial courses; and in some industrial centres, for the elements of mechanical or scientific technological training. But it is out of question to think of making our high schools cover even a partial range of elementary technical education. The largest staffed institution at present can do no more work thoroughly than a general training underlying and common to the more necessary technical training or avocations to follow the high school. Our present regulations allow school boards a very considerable latitude in starting any new subjects for which there may be a strong local demand. The City of Halifax leads in taking advantage of this in the organization of a definite commercial course. Such a course can never be attempted in the rural high schools—although one or two subjects might occasionally be taught.

CONSPECTUS OF PUBLIC SCHOOLS COURSE OF STUDY TO GRADE XI.

With a Suggestive Percentage of Time for Class-room Teaching in each subject, on the supposition that there is one Teacher for each Grade.

Subjects	Percentage of Time in each Grade.									Examination Values for Provincial Certificates.		
	.	II.	III.	IV	V.	VI	VII.	VIII	High Sch'l.	IX	X.	XI.
English	40	40	40	40	40	40	35	30	20	Lang. 100 Gram. 100	Lang. 100 Gram. 100	Lit 100 Gram 100
Mathematics	20	20	20	20	20	20	25	30	20	Arith. 100 Alg. 100 Geom. 100	Arith. 100 Alg. 100 Geom. 100	P Mat 100 Alg. 100 Geom. 100
Science and Manual Art	20	20	20	20	20	20	20	20	20	Dr &c. 100 Botany 100	Dr. &c 100 Chem. 100	Physiol 100 Physics 100
Geogr'phy & History	..	..	..	5	10	10	10	10	10	G. & H. 100	G. & H. 100	G & H. 100
Music, Calisthenics, Moral and Patriotic Duties.	20	20	20	15	10	10	10	10	5			
Optional. Languages, Latin and Greek									25	Latin 100	Latin 100 Greek 100	Latin 200 Greek 200
Optional. Or, French and German									25	French 100	French 100 Germ. 100	French 100 Germ. 100

This table shows substantially the program of study in the public schools of the province—the eight lower grades from 1881, and the three higher grades from 1885, except that from 1885 to 1893 there was a different syllabus for the teachers' examination which made the course in many subjects a double one. The unification of these in 1893 greatly simplified high school work, and specially simplified preparation for matriculation in the different colleges by the creation of a common matriculation standard. The colleges now propose, through the committee already noted, to correlate more specially the high school course to their classes. Their suggestions will be reported to the Provincial Educational Association in September next, from which recommendations of value may be made for the consideration of the Council of Public Instruction. In the meantime, no unnecessary change is expected to be made in the general program of studies; as changes disturb the public by requiring new text-books, and the revision and reprinting of numerous forms. Well advised changes at long intervals are therefore generally preferable to continuous small changes.

Provincial Aid to Teachers.

Previous to 1888 the provincial grants to teachers were for many years fixed at $60, $90, and $120 respectively to teachers of classes D, C, and B. There was no additional grant given to a class B teacher who advanced to class A, as at present. This encouragement to teachers of the lower classes to improve has been effective; while it has also contributed largely to retain able teachers in our Academies and other high schools; but it dates only from 1893.

In 1888 the provincial grant was limited by an Act of the Legislature to $167,500, and ordered to be paid in proportion to the original scale; but as the number and classification of teachers advanced, the sum to each was being gradually reduced.

In 1893, higher provincial grants were first given to class A teachers; and in 1895 the sum total to all classes was increased by $15,000. Henceforward, for a few years, this grant remained at $182,500; and for one year all teachers, including the "A" teachers, received more than the full rate, and for a second year the full rate exactly. But with the development of the schools the grants began to fall slowly again.

In 1901, County Academy teachers were made participators in this fund, which was increased to compensate for the new charge to the amount of $190,000. The special County Academy grant was at the same time fixed at a maximum of $10,000. During last year this $200,000 for common and high school teachers was supplemented by about $70,000 for other educational work, such as the Institution

for the Deaf and Dumb, the School for the Blind, the Normal School, Manual Training Schools, Night Schools, Inspection, etc.

The Council, while desirous that teachers should receive definite grants, were so hampered by the demands for the other growing branches of the public service, that it was considered in the meantime wiser to be content with the enlarged total grant of $190,000, until financial conditions would justify the enlarging of this limit.

Teachers' Pensions.

In August last, a committee appointed at a previous meeting of the Provincial Educational Association, reported a scheme for retiring aged teachers after a long service. It was proposed that teachers should contribute semi-annually a certain percentage of their salaries to be collected out of their Provincial Aid grant, that the Education Department should administer the scheme, and the Government also make an annual contribution. It was unanimously adopted by the Association, and sympathetically considered by the Council.

The administration of a scheme which required semi-annual collections from twenty-five hundred teachers, and their exact recording in volumes which in a few years would contain many thousand accounts; the lack of certain data necessary for trustworthy actuarial computation as to the demands which might have to be met in the remote future; and the contingent difficulty of being unable to be assured of the sympathetic coöperation of teachers, thousands of whom would expect no personal benefit from their contributions, although they might admit the justice of being taxed for the benefit of a profession which they were merely temporarily exploiting—such considerations suggested another method which would obviate these and other difficulties.

If the Government can give its contribution to the scheme in the shape of the continuance of the Provincial Aid to teachers in good standing who may qualify by a sufficient period of service; and school sections be authorized to supplement this from pension schemes contributed to by their own teachers according to any plan deemed most economical, the solution of the problem may be more satisfactory to the administration, as it certainly will be to the teachers,—and should be to the public which is likely to reap the greatest benefit from the arrangement.

The Statistical Tables.

These run from page 1 to 56 of the second part of the Report, and show definitely a great many facts in connection with the condition and development of our public schools, enabling comparisons to be made with the work being done in other countries.

In addition to the public schools, the leading statistics of our universities are given on page 47, and of all the other non-public colleges, seminaries and schools from which reports could be obtained, on page 48.

The Appendices

contain reports from all branches of the public or semi-public educational institutions within the Province which are not referred to in the statistics preceding.

In A we have the reports of the Principal of the Normal School; in B, of the Inspectors; in C, of the Schools of Halifax; in D, of the institutions for the Deaf and Dumb, the Blind, Art and Design, Medical College, College of Agriculture, Technical Schools for Miners, and the Institute of Science; in E, teachers' institutes from Summer School to Provincial Conventions; in F, information from the Macdonald School Gardens, etc.; and in G, a special report on the sections having no schools, in which the conditions of each are more or less particularly described.

A Fair Vacation System.

A fair enough vacation system when originally adopted, became unfair when the Provincial Aid was changed into a fixed sum total to be distributed to teachers in proportion to their class and days taught. It gave the teacher in the City of Halifax about five per cent. more per teaching day than the teacher in the country. To make the case worse, this five per cent. was virtually taken from the rural teacher's money as authorized by the wording of the Education Act.

The Council last year amended the vacation regulations so as to carry out the letter and spirit of the Statute. Now teachers of the same class receive exactly the same grant per day, whether they are teaching in the city, town or country.

The Inspectors.

The Inspector is the most valuable official in the system for his cost. He is a strong influence in toning up educational sentiment in the rural district especially. His duties are still becoming more onerous; for no sooner has he succeeded in training the majority of his school trustees to administer their schools legally and progressively, than the law puts on him the duty of stimulating schools in weak and decaying sections, and in pushing the policy of union wherever this can be done with advantage. Now it is proposed to throw on him the responsibility of maintaining school in all the vacant sections of his division, with the assistance of the municipal officers in collecting the sectional taxes necessary.

The Inspector will continue to be a most important officer on account of his influence over teachers and trustees, who can receive no public grant without his testimony to its legality. But some of the inspectorial divisions are much too large at present. I beg to call the attention of those interested to the most unwieldly of them at present, which is, nevertheless, most energetically and effectively inspected, although too exhausting for one man. This is the county of Cumberland and district of West Colchester.

Growing Appreciation of Good Teachers.

It is a source of great satisfaction to those administering the educational system to see, during the year, so decided an increase in the appreciation of good teachers in so many of the more progressive school sections of the Province. The Halifax school board leads in unanimously approving of a local pension system, supplementary to the Provincial system, to be presented to the Legislature for the retirement of faithful teachers who become worn out in the service. This humane and progressive policy is likely to prove of considerable value to the educational service of the City, which, by these series of acts, assumes also a leadership in Nova Scotia, and an example for the most of Canada and of the rest of the continent. Its action must also materially aid our own legislature to pass an effective and simple superannuation system for teachers all over the Province, which will form a substantial nucleus to be supplemented similarly by all other school sections so disposed, where teachers are continuously employed.

It must be remembered, however, that if during the past year the average salaries of teachers have slightly improved, there has been no general improvement in those of the great mass of the rural schools. The west is still drawing away from us some of our best trained teachers. The press and all interested in education, it is hoped, may still continue to direct the average ratepayer who has been trained by long custom to think his first duty is to prevent any increase of the immemorial vote for school purpose, although the farmer gets more for his produce, and even the ordinary laborer strikes for a higher wage and gets it. The teachers can form no close union, because they do not control the admission of new teachers, as their fellow-citizens in law, medicine, theology, or even in the ordinary trades. When the cost of everything rises, the able teacher cannot afford to remain in the profession. The consequence is, that there are too many exploiting the profession now who are not fitted for any other better paying employment. In many portions of the Province the unlettered, unskilled laborer can earn more with a pick and shovel. Hence the number of young girls who qualify to teach for a few years, to make some money in positions which able or mature teachers could not accept.

This appeal for the voting of better salaries for teachers is not at all so much in the interests of the teaching profession, as of the ratepayers themselves; for the badly paid teacher can leave the profession and enter another employment, as many of the ablest are constantly doing. But without good teachers, the families of the ratepayers are being handicapped in their future career. For every dollar saved by a niggardly vote for school purposes, hundreds of dollars will be lost in the future, to the same "penny wise pound foolish" citizen and his descendants, or those of his neighbor.

Our system of education can be seen by any one who takes the trouble of making the comparison to have the elements of the best systems in the world except with respect to the support of able, well-trained teachers. Our idolatry of the principle of self-government is responsible for this; for we allow people to govern themselves in educational matters who are absolutely unable to understand what education is, or the tremendous difference between the everlasting accumulating results of an indifferent as against a good education.

We have the best material in the world for the making of the ablest teachers. We have institutions to train them which are superior to many in the most enlightened countries. But should we make them and train them, we cannot find them in our schools, for they will go where their services are most appreciated. Without raising the wage of the teaching profession we can no more decidedly and permanently improve our schools, even with all the best appliances of Europe and America, than we can build a schoolhouse by wishing it to rise out of the ground. It is impossible.

If the people do not help us to keep the best teachers we can make, we must give up the expectation of substantially improving our educational work. That is why those who are held responsible for educational results are at present so delighted to see, first and foremost, the increasing appreciation of good teachers in the self-governing, progressive school sections of the Province; and second, the effort which is being made by the Government to improve the grants, and provide to some extent for the faithful teacher who can make no provision for the day when he or she must droop exhausted. These features will immediately and infallibly determine many able men and women to continue in the most useful public profession—one which they love, and for which they are specially fitted.

All of which is respectfully submitted.

I have the honor to be,

Your obedient servant,

A. H. MacKay.

PART II.

STATISTICAL TABLES.

PUBLIC SCHOOLS, COUNTY ACADEMIES, ETC.

TABLE I.—SCHOOL SECTIONS, &c. (GENERAL).

Nova Scotia, Year ended July, 1905.

County.	Total No. of School Sections.	No. of Sections without School any part of the year.	Total No. of Schools in session during any part of year.	No of Schools in Session under 50 days	50 and under 100 days	100 and under 150 days.	150 and under 200 days.	200 and under full year	Full year of 216 days.	Average No of days all Schools were in session.	No. of Teachers.	No. of Licensed Assistants.	No. of Teachers holding Normal School Diploma.	No. of pupils registered at School during year.	Proportion of Population (census of 1901) at School during year.	No. of School gardens for purposes of instruction.
Annapolis	107	4	127	2	2	6	11	64	42	171.8	139	1	69	4399	1 in 4.3	7
Antigonish	79	15	81	.....	2	6	19	26	28	192.7	83	4	32	2800	1 " 4 8	2
Cape Breton	121	36	20	.....	2	4	29	158	9	202.0	212	.....	107	10903	1 " 4.5	14
Colchester	120	4	1	.....	3	10	40	90	14	195.7	172	.....	95	5680	1 " 4.4	17
Cumberland	152	16	15	.....	3	7	24	146	27	201.3	220	.....	97	8659	1 " 4.2	21
Digby	80	2	210	.....	6	4	20	49	31	198.4	116	2	63	4754	1 " 4.3	2
Guysboro	92	12	95	1	2	7	20	43	22	193.5	101	.....	28	3716	1 " 4.9	.....
Halifax City	1	.....	161	2	2	1	13	1	142	199.4	161	....	80	8315	1 " 5.2	6
Halifax County	146	7	142	5	3	12	26	74	22	200 0	181	2	65	7432	1 " 4 5	2
Hants	96	2	125	1	2	6	14	72	30	202	135	2	62	4574	1 " 5.	1
Inverness	145	24	140	.....	4	14	32	55	35	190.5	140	.....	45	5331	1 " 4 6	.....
Kings	104	6	128	.....	1	6	13	65	43	203.8	136	1	58	4845	1 " 4.5	2
Lunenburg	147	5	179	.....	2	6	17	107	47	203.	185	.....	60	7511	1 " 4.3	13
Pictou	130	4	179	.....	4	13	47	100	15	200.2	187	.....	60	6324	1 " 5.3	3
Queens	45	4	57	.....	1	1	7	43	5	202.	59	.....	16	2048	1 " 5.	.....
Richmond	69	5	75	1	3	2	17	46	6	194.	75	.....	32	2807	1 " 4.8	.....
Shelburne	64	1	86	.....	....	9	5	43	29	200.5	86	...	24	3180	1 " 4.3	.....
Victoria	63	16	51	.....	1	2	16	11	21	198.	51	.....	13	1753	1 " 6.	.....
Yarmouth	75	2	127	.....	....	4	9	80	34	207.8	127	.....	62	5221	1 " 4.3	12
Total, 1905	1836	165	2429	12	43	120	379	1273	602	197.7	2566	12	1068	100252	1 in 4.7	103
" 1904	1817	240	2331	13	42	118	333	1178	647	197.9	2441	16	1054	96886	1 " 4.7	79
Increase	19	.....	98	.....	1	2	46	95	....	.....	125	....	14	3366	.....	24
Decrease	.....	71	.....	1	..	..	....	....	45	2	...	4	.....	.....	.....	.....

TABLE II.—TEACHERS EMPLOYED (CLASSIFICATION AND ANALYSIS).

Nova Scotia, Year ended July, 1905.

County.	Male.							Female.							Total.		
	Academic. A (cl. & sc.)	Academic. A (cl.)	Academic. A (sc.)	First-Class. B	Second-Class. C	Third-Class. D	Third (Prov.) D	Academic. A (cl. & sc.)	Academic. A (cl.)	Academic. A (sc.)	First Class. B	Second-Class. C	Third-Class. D	Third (Prov.) D	Males.	Females.	Total.
Annapolis	.....	3	.....	12	11	4	....	....	1	1	25	46	30	6	30	109	139
Antigonish	.....	3	.....	3	7	6	1	.....	.....	.....	6	23	27	7	20	63	83
Cape Breton	1	6	4	7	14	10	.....	....	.....	1	40	78	48	3	42	170	212
Colchester	.....	3	.....	7	4	1	1	....	1	1	34	59	59	2	16	156	172
Cumberland	.....	4	.....	6	8	1	.....	.....	....	1	39	88	70	1	21	199	220
Digby	.....	2	.....	8	1	5	1	.....	....	.....	12	26	53	8	17	99	116
Guysboro	1	....	.....	4	5	7	1	.....	.....	.....	6	31	42	4	18	83	101
Halifax City	1	7	1	7	3	1	2*	....	4	.....	64	65	3	3*	22	149	161
Halifax County	.....	1	.....	1	8	2	1	.....	2	.....	23	68	74	1	13	168	181
Hants	.....	2	.....	4	4	.....	.....	.....	1	.....	25	59	39	1	10	125	135
Inverness	....	.....	2	7	19	20	3	....	.....	.....	6	18	59	6	51	89	140
Kings	.....	1	1	5	2	1	.....	.....	2	1	35	52	34	2	10	126	136
Lunenburg	.....	2	.....	2	4	4	.....	.....	1	1	21	57	88	5	12	173	185
Pictou	1	2	3	5	9	3	.....	.....	1	1	33	68	58	3	23	164	187
Queens	.....	1	.....	1	1	1	.....	.....	.....	....	11	13	31	.....	4	55	59
Richmond	.....	1	.....	5	6	13	2	.....	.....	.....	3	6	36	3	27	48	75
Shelburne	.....	2	.....	5	6	2	.....	.....	.....	.....	12	32	27	.....	15	71	86
Victoria	.....	.....	1	1	5	6	3	.....	.....	.....	4	14	14	3	16	35	51
Yarmouth	.....	2	4	8	4	1	.....	.....	.....	2	21	48	37	.....	19	108	127
Total, 1905	4	42	18	98	121	88	15	....	13	9	420	851	829	58	386	2180	2566
" 1904	2	42	17	101	119	93	14	....	21	4	398	775	805	50	388	2053	2441
Increase	2	.....	1	.....	2	.....	1	....	.....	5	22	76	24	8	.....	127	125
Decrease	.....	.....	.....	3	.....	5	.....	.....	8	.....	.....	.....	.....	.....	2	.....	.....

* Teachers of special subjects but *without License*, and therefore drawing no Provincial grants.

TABLE II.—TEACHERS EMPLOYED (Classification and Analysis)—*Continued.*

Nova Scotia, Year ended July, 1905.

County.	Licensed Ass'ts.					Total Period of Service.										
	Males.	Females.	New Teachers.	Old Teachers, but new to Section.	Teachers continued in the same section as previous year.	No. whose total service as Teachers was one year or under.	Over one and up to two years.	Over two and up to three years.	Over three and up to four years.	Over four and up to five years.	Over five and up to seven years	Over seven and up to ten years.	Over ten and up to fifteen years.	Over fifteen and up to twenty years.	Over twenty and up to thirty years.	Over thirty years.
Annapolis	1	.....	26	74	39	26	23	14	15	13	11	19	10	2	4	2
Antigonish	4	.....	14	25	44	14	4	10	8	6	9	8	11	3	9	1
Cape Breton	.....	.....	18	76	118	41	18	28	15	20	17	18	23	15	15	2
Colchester	.....	.....	27	93	52	69	13	19	11	13	17	13	10	2	3	2
Cumberland	.....	.....	42	108	70	74	26	29	18	12	26	14	10	5	5	1
Digby	.....	2	20	54	42	20	15	9	14	19	11	13	5	5	4	1
Guysboro	.....	.....	18	57	26	18	16	16	11	9	10	10	3	3	3	2
Halifax City	.....	.....	10	18	133	10	2	4	10	7	15	27	22	27	22	15
Halifax County	.....	2	42	86	53	50	25	24	17	15	18	5	17	4	5	1
Hants	.....	2	22	70	43	22	12	17	19	8	21	12	8	6	9	1
Inverness	.....	.....	27	71	42	37	19	15	17	9	9	6	13	5	8	2
Kings	.....	1	32	77	27	28	19	23	15	11	12	12	9	5	2	....
Lunenburg	.....	.....	35	74	76	53	25	18	19	9	16	20	13	7	5	....
Pictou	.....	.....	34	93	60	57	16	22	21	18	16	17	9	4	7	....
Queens	.....	.....	11	32	16	17	6	8	2	3	10	3	6	3	1	....
Richmond	.....	.....	15	31	29	27	9	7	7	3	8	4	4	3	3	....
Shelburne	.....	.....	18	45	23	19	12	3	10	11	13	4	8	1	2	3
Victoria	.....	.....	14	25	12	20	6	5	5	1	6	3	3	1	.....	1
Yarmouth	.....	.....	16	49	62	16	7	12	14	13	21	12	13	8	10	1
Total, 1905	5	7	441	1158	967	618	273	283	248	200	266	220	197	109	117	35
" 1904	5	11	344	1052	1045	551	282	304	225	186	253	213	188	107	99	33
Increase	.....	.....	97	106	.....	67	.....	.....	23	14	13	7	9	2	18	2
Decrease	.....	4	....	.....	78	.....	9	21	....	.....	.....	.....	.....	.....	.....	.....

TABLE III.—TEACHERS EMPLOYED (Analysis of Academic, First and Second Classes).

Nova Scotia Year ended July, 1905.

County.	Class A.—Males.									Class A.—Females								
	Service one yr. or under.	Over one and up to three yrs	Over three and up to five yrs.	Over five and up to seven years.	Over seven and up to ten yrs.	Over ten and up to fifteen years.	Over fifteen and up to twenty years	Over twenty and up to thirty years.	Over thirty years.	Service one yr. or under.	Over one and up to three yrs.	Over three and up to five yrs.	Over five and up to seven years	Over seven and up to ten yrs.	Over ten and up to fifteen years	Over fifteen and up to twenty years.	Over twenty and up to thirty years.	Over thirty years.
Annapolis		1			1			1			1			1				
Antigonish					1	1	1											
Cape Breton		2	1	2	2	2	2							1				
Colchester						1	1		1			1			1			
Cumberland	1		1			1	2	1			1							
Digby			1		1													
Guysboro		1																
Halifax City				1	1	3	2		2			2			1			1
Halifax County									1			2						
Hants							1	1									1	
Inverness					1	1												
Kings					1			1			2		1					
Lunenburg							1	1			1	1		1	1			
Pictou			2	1	2			1										
Queens								1										
Richmond			1															
Shelburne							1		1									
Victoria		1																
Yarmouth				1	2		2	1					1	1				
Total, 1905	1	5	6	5	12	9	13	8	5		5	6	2	4	3		1	1
" 1904	1	4	7	8	7	13	9	7	5		7	4	5	2	3	2	1	1
Increase		1			5		4	1				2		2				
Decrease			1	3		4					2		3			2		

TABLE III.—TEACHERS EMPLOYED (ANALYSIS OF ACADEMIC, FIRST AND SECOND CLASSES).—*Continued.*

Nova Scotia, Year ended July, 1905.

County.	Class B.—Males.									Class B.—Females.								
	Service one yr. or under.	Over one and up to three years.	Over three and up to five years.	Over five and up to seven years.	Over seven and up to ten years.	Over ten and up to fifteen years.	Over fifteen and up to twenty years.	Over twenty and up to thirty years.	Over thirty years.	Service one yr. or under.	Over one and up to three years.	Over three and up to five years.	Over five and up to seven years	Over seven and up to ten years.	Over ten and up to fifteen years.	Over fifteen and up to twenty years.	Over twenty and up to thirty years.	Over thirty years.
Annapolis	1	1	4	....	1	2	1	2	....	1	6	8	5	2	1	....	1	1
Antigonish	....	....	1	1	....	....	....	1	....	....	2	1	2	....	....	....	1	....
Cape Breton	....	2	1	1	....	1	....	1	1	4	12	11	4	1	3	4	1	....
Colchester	2	....	2	1	....	....	....	2	....	10	6	2	7	5	4	....	....	....
Cumberland	1	2	2	1	....	....	....	....	....	8	9	4	9	5	3	....	1	....
Digby	....	4	....	1	2	....	1	....	....	1	2	4	1	3	....	....	1	....
Guysboro	....	....	....	1	....	....	1	1	1	....	1	1	2	2	....	....	....	....
Halifax City	....	....	....	1	2	....	1	2	1	3	3	9	8	13	3	15	8	2
Halifax County	....	....	....	1	....	....	....	....	....	5	7	5	5	1	....	....	....	....
Hants	1	2	....	....	....	....	....	1	....	1	4	8	7	2	1	2	....	....
Inverness	....	2	....	....	....	....	1	2	2	....	1	1	2	....	2	....	....	....
Kings	1	....	2	1	....	....	1	....	....	6	13	8	3	2	3	....	....	....
Lunenburg	....	1	....	....	1	....	....	....	....	1	7	5	2	5	....	....	1	....
Pictou	....	1	2	....	....	....	1	1	....	5	6	9	6	4	2	....	1	....
Queens	....	1	....	....	....	....	....	....	....	....	3	....	3	2	2	1	....	....
Richmond	....	2	1	....	....	1	....	1	....	....	1	....	1	....	....	1	....	....
Shelburne	1	....	1	1	1	1	....	....	....	1	1	5	4	....	1	....	....	....
Victoria	....	....	....	....	....	....	....	....	1	1	3	....	....	....	....	....	....	....
Yarmouth	....	....	....	3	2	2	....	1	....	1	2	7	4	3	1	1	2	....
Total, 1905	7	18	16	13	9	7	7	15	6	48	89	88	75	50	26	24	17	3
" 1904	10	19	16	11	12	7	9	11	6	35	88	96	51	54	37	21	11	5
Increase	....	....	....	2	....	....	....	4	....	13	1	....	24	....	....	3	6	....
Decrease	3	1	....	....	3	....	2	....	....	....	....	8	....	4	11	....	....	2

TABLE III.—TEACHERS EMPLOYED (Analysis of Academic, First and Second Classes).—*Continued.*

Nova Scotia, Year ended July, 1905.

County.	Class C.—Males.									Class C.—Females.								
	Service one yr. or under.	Over one and up to three years.	Over three and up to five years.	Over five and up to seven years.	Over seven and up to ten years.	Over ten and up to fifteen years.	Over fifteen and up to twenty years.	Over twenty and up to thirty years.	Over thirty years.	Service one yr. or under.	Over one and up to three years.	Over three and up to five years.	Over five and up to seven years.	Over seven and up to ten years.	Over ten and up to fifteen years.	Over fifteen and up to twenty years.	Over twenty and up to thirty years.	Over thirty years.
Annapolis	2	3	2	1	.....	1	1	.....	1	8	15	9	2	9	3	.....	....	....
Antigonish	.....	1	.....	.....	.....	1	.....	4	1	1	5	6	.....	2	6	2	1	...
Cape Breton	2	3	3	1	.....	1	....	3	1	13	16	11	6	10	10	3	9	....
Colchester	2	1	.....	.....	.....	.....	....	1	....	21	16	10	1	5	4	1	.....	1
Cumberland	2	3	.....	1	1	.....	1	.....	...	24	30	11	10	4	3	2	3	1
Digby	.....	.....	1	.....	.....	.....	.....	.....	....	3	1	8	4	6	1	1	2	....
Guysboro	1	1	.....	.....	1	1	.....	1	....	2	9	10	3	4	2	1	.....	....
Halifax City	1	.....	.....	1	.....	.....	....	1	....	4	2	6	4	9	13	8	11	8
Halifax County	5	.....	1	2	.....	.....	.....	.....	....	19	16	7	5	2	11	7	.....	1
Hants	1	2	.....	.....	.....	.....	.....	1	....	10	10	12	6	7	5	3	5	1
Inverness	1	7	1	2	2	3	2	1	....	....	7	5	2	3	.....	1	.....	....
Kings	1	.....	.....	.....	.....	1	.....	....	....	9	17	10	6	2	5	2	1	....
Lunenburg	4	.....	.....	.....	.....	.....	.....	.....	....	18	11	5	5	8	6	4	.....	....
Pictou	4	2	1	1	.....	1	..	.....	....	16	21	12	6	6	4	.....	3	....
Queens	.....	1	.....	.....	.....	.....	.....	.....	....	4	1	2	3	1	2	.....	.....	....
Richmond	.....	1	2	.....	.....	.....	2	1	....	2	.....	3	.....	1	.....	.....	.....	....
Shelburne	2	.....	2	1	.....	.....	.....	.....	1	5	3	7	5	3	6	.....	2	1
Victoria	1	2	1	.....	.....	.....	1	.....	....	2	4	5	2	1	.....	.....	.....	....
Yarmouth	1	.....	2	.....	.....	.....	1	.....	....	2	11	10	8	2	7	3	4	1
Total, 1905	30	27	16	10	4	9	8	13	4	163	195	149	78	85	88	38	41	14
" 1904	15	27	23	18	5	7	11	11	2	140	168	124	88	89	77	41	37	11
Increase	15	.....	.....	.....	.....	2	.....	2	2	23	27	25	.....	.....	11	.....	4	3
Decrease	.....	.....	7	8	1	.....		.....	....	.....	.....	.....	10	4	.....	3	.....	...

TABLE IV.—ATTENDANCE (QUARTERS).

Nova Scotia, Year ended July, 1905.

County.	First Quarter.			Second Quarter.				Third Quarter.				Fourth Quarter.			
	Total on register at end of quarter.	Average daily attendance.	Percentage of pupils enrolled in daily attendance.	Total on register at end of quarter.	No. attended during quarter	Average daily attendance.	Percentage of those attended during qtr. in daily atten'ce.	Total on register at end of quarter.	No. attended during quarter.	Average daily attendance.	Percentage of those attended during qtr. in daily atten'ce	Total on register at end of quarter.	No. attended during quarter.	Average daily attendance.	Percentage of those attended during qtr. in daily atten'ce
Annapolis	3616	2534.2	70.0	3962	3605	2384.3	66.1	4109	3391	2107.4	62.1	4399	3600	2385.5	66.2
Antigonish	2243	1499.2	66.8	2491	2257	1478.9	65.5	2628	2123	1260.	59 3	2766	2333	1517.	65.
Cape Breton	9290	6926.7	74.6	9916	9271	6168.4	66.5	10251	8657	5494.	63 5	10903	9233	6525.	70.7
Colchester	4942	3799.6	76.3	5274	4847	3318.5	65.8	5317	3233	2717.9	62.5	5645	4846	3572.2	73.0
Cumberland	6960	5346.2	76.8	8061	7358	5734.	77.9	8208	8755	4317.4	49.3	8659	8481	5318.1	62.7
Digby	4013	2875.9	71.1	4267	3862	2520.5	65.3	4460	3582	2280.4	63.7	4754	3921	2708.6	69.1
Guysboro	3822	1993.7	52.2	3256	2997	1917.1	63.9	3418	2831	1752.4	61.8	3672	3044	2025.6	66.5
Halifax City	7589	6263.7	82.5	7853	7759	6102.1	78.6	7983	7532	5851 3	77.6	8236	7836	6044.9	77.2
Halifax County	6071	4485.6	73.8	6543	6107	3920.	64.1	6664	5549	3669.3	66 1	7443	5963	4324.9	72.5
Hants	3790	2803.5	73.9	4181	3789	2525.9	66 7	4261	3311	2168.6	65.6	4607	4023	2611.1	64 9
Inverness	3966	1295.1	64.9	4620	4181	1312.4	62.5	4945	3905	1219.4	62.2	5162	4192	1342.8	63.4
Kings	3848	2695.3	70.	4423	4021	2616.5	65.1	4568	3638	2381.2	65.4	4897	3904	2613.8	67.
Lunenburg	6170	4286.7	69.5	6852	6295	4147.1	65.9	7022	5914	3805.1	64.3	7407	5963	3918.5	65.7
Pictou	5509	4076.7	69.8	5856	5361	3640.3	62.6	5973	4899	3188.9	59.8	6261	5414	3739.2	63.4
Queens	1720	1263.8	73.5	1862	1729	1192.1	68.9	1958	1639	1072.9	65.4	2048	1650	1166.4	70.7
Richmond	2251	1516.2	67.3	2500	2280	1435.2	62.9	2644	2141	1280.1	60.	2794	2282	1431.2	62.7
Shelburne	2510	1846.9	73.6	2900	2679	1915.1	71.5	2976	2593	1664.8	64.2	3162	2660	1827.	68.7
Victoria	1237	845.7	68.4	1578	1471	962.1	65.4	1655	1393	861.7	62.	1753	1453	911.9	63.
Yarmouth	4492	3484.2	77.4	4812	4561	3354.9	73.4	4975	4319	3084.7	71.4	5180	4422	3274 9	73 9
Total, 1905	84039	59838.9	71.2	91228	84430	56645.4	67.3	94015	79405	50177.5	63.5	99798	85220	57258.6	67.7
" 1904	78542	54878.1	69.8	86781	79885	50254.4	62.9	90318	76080	50070.9	65.8	96667	81103	56107.5	69.1
Increase	5497	4960 8	1.4	4447	4545	6391.	4.4	3697	3325	106.6	.....	3131	4117	1151.1	.....
Decrease	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2.3	.....	.....	.....	1.4

TABLE V.—ATTENDANCE, (Semi-Annual and Annual).

Nova Scotia, Year ended July, 1905.

County.	Half Years				Whole School Year.					
	Days taught first half year.	Days taught second half year.	Total days' attendance first half year.	Total days' attendance second half year.	Rectified annual enrolment.	Total days' attendance, whole year.	Daily present on an average.	Percentage of annual enrolment, daily present.	Average of quarterly percentages of attendance.	Rectified total days' attendance for whole year.
Annapolis	12462½	12802	260223½	238936½	4399	499160	2420.1	55.0	62.2	499160
Antigonish	7660	8149	144138	140963	2800	285101	1449.3	51.7	59 6	285101
Cape Breton	19225	20770	644182½	638586	10903	1282768½	6286.7	57.7	63.4	1282768½
Colchester	15323½	15353	350606	313802	5680	664408	3307.9	56.7	69.	664408
Cumberland	20666	21007½	482557	517873	8659	1000430	4951.	56.8	69.9	1000430
Digby	10589½	11230½	278279	263918	4754	542197	2650.1	55.9	67.5	542197
Guysboro	8761	9621	194442	199121	3716	393563	2006.8	54.	63 1	393563
Halifax City	14895	16386½	602068	627858½	8315	1229926½	6145.1	73.9	78.9	1229926½
Halifax County	15617	16871	420693	411207	7432	831900	4059.6	54.6	69.1	831900
Hants	12698½	12651½	283804	244237	4574	528041	2606.2	57.0	67.8	528041
Inverness	12840	14042	254858	267933	5331	522791	1320.7	49.4	62.7	522791
Kings	12988	13103	271670	260625	4845	532295	2575.2	53.1	66 9	532295
Lunenburg	17943½	18411	432039	414852½	7511	846891½	4116.6	54.8	66.4	846891½
Pictou	17245	17411	378744	357851	6324	736595	3680.4	53.4	62.9	736595
Queens	5596½	5901	126098½	117935½	2018	244034	1198.4	58.8	69.6	244034
Richmond	6987	7755	146457	144294	2807	290751	1456.2	51.8	63.2	290751
Shelburne	8421	8265	188435	186589	3180	375024	1863.3	58.6	69.5	375024
Victoria	4719	5380	86113	93979	1753	180092	930.8	53.1	63.4	180092
Yarmouth	13135½	13266½	350368	342983	5221	693351	3317.9	63.6	74.	693351
Total, 1905	237773½	248376½	5895775½	5783544	100252	11679319½	56342.3	56.3	66.8	11679319½
" 1904	266551	237127½	5337997½	5554523½	96886	10892521	54000.4	55.8	65.6	10892521
Increase	11222½	11204	557778	2290020½	3366	786798½	2341.9	.5	1.2	786798½
Decrease	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

TABLE VI.—STATISTICS OF ATTENDANCE, ENROLMENT AND SPECIAL SUBJECTS.

Nova Scotia, Year ended July, 1905.

County.	No. on Register whose Attendance during the whole year was						Analysis of Annual Enrolment.				
	Less than 20 days.	20 to 49 days.	50 to 99 days.	100 to 149 days.	150 to 199 days.	200 days and over.	Under 5 years of age.	Over 5 and under 15.	15 years and over.	No. of Boys.	No. of Girls.
Annapolis	350	661	893	953	1363	179	62	3838	499	2222	2177
Antigonish	259	400	662	798	609	72	55	2339	406	1445	1355
Cape Breton	745	1420	2014	2435	3842	447	205	10119	579	5545	5358
Colchester	360	791	1047	1400	1919	163	113	5037	530	2787	2893
Cumberland	753	1271	1692	1884	2891	168	184	7863	612	4220	4439
Digby	385	654	994	1096	1411	214	99	4279	376	2370	2384
Guysboro	347	609	769	824	1024	143	78	3388	250	1823	1893
Halifax City	283	517	660	1593	4989	363	244	7498	573	4160	4155
Halifax County	600	1160	1405	1672	2285	310	184	6889	359	3749	3683
Hants	356	667	846	980	1493	232	110	4047	417	2268	2306
Inverness	638	876	1320	1239	1123	135	123	4834	374	2800	2531
Kings	433	737	997	1087	1436	155	89	4191	565	2499	2346
Lunenburg	608	1133	1478	1523	2410	359	162	6916	433	3833	3678
Pictou	392	801	1194	1556	2224	157	76	5743	505	3187	3137
Queens	129	284	337	481	689	128	37	1878	133	1002	1046
Richmond	295	498	580	634	700	100	47	2559	201	1472	1335
Shelburne	224	424	616	705	960	251	55	2917	208	1554	1626
Victoria	150	248	413	522	357	63	26	1560	167	937	816
Yarmouth	240	574	863	971	2016	557	111	4742	368	2592	2629
Total, 1905	7547	13725	18780	22263	33741	4196	2060	90637	7555	50465	49787
" 1904	7778	14197	18983	22256	30107	3565	1894	87803	7189	48536	48350
Increase	.....	.....	.....	7	3634	631	166	2834	366	1929	1437
Decrease	231	472	203	.....	.....	.....	.....	.....	.....	.....	.....

TABLE VI.—STATISTICS OF ATTENDANCE, ENROLMENT AND SPECIAL SUBJECTS—(*Continued*).

Nova Scotia, Year ended July, 1905.

County.	No. taking Special Subjects in Common School Grades.							
	Agriculture.	Wood or Metal Work.	Domestic Science.	Needle Work	Short-hand.	"Evening" School pupils	Painting.	No. taking these special subjects only.
Annapolis	139	178	63	250	...	...	...	...
Antigonish	12	159	80	103	20	...	...	17
Cape Breton	75	444	115	519	...	...	...	...
Colchester	26	133	141	140	...	...	144	...
Cumberland	...	...	...	...	...	...	...	...
Digby	...	...	...	2	1	...	...	1
Guysboro	...	...	...	...	...	...	...	...
Halifax City	27	212	227	2145	17	...	...	...
Halifax County	7	117	...	96	...	...	...	...
Hants	21	75	106	66	...	...	6	...
Inverness	...	...	...	...	...	...	16	...
Kings	2	74	78	72	...	...	...	...
Lunenburg	1	151	249	165	...	...	...	...
Picton	...	195	200	77	...	...	...	...
Queens	1	1	1	1	1	...	...	1
Richmond	...	...	...	...	...	...	...	...
Shelburne	...	...	...	...	...	...	...	...
Victoria	...	...	...	...	...	...	1	1
Yarmouth	53	144	165	...	...	...	...	...
Total, 1905	364	1883	1425	3636	39	...	137	20
" 1904	398	1656	1209	2997	31	...	...	9
Increase	...	227	216	639	8	...	137	11
Decrease	34	...	...	...	...	...	...	...

TABLE VII.—CLASSIFICATION OF PUPILS.

Nova Scotia, Year ended July, 1905.

County.	No. of Pupils in each Grade during the Year.													
	Kindergarten		I.		II.		III.		IV.		V.		VI.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Annapolis	8	6	393	336	257	196	253	242	248	224	240	218	207	183
Antigonish	1	3	240	181	201	158	192	168	173	154	146	156	140	158
Cape Breton	97	101	1495	1263	939	881	829	734	694	667	561	487	331	305
Colchester	40	39	472	442	391	321	327	294	331	315	336	294	257	237
Cumberland	32	29	1074	923	581	581	593	512	611	481	444	470	331	401
Digby	.....	.....	523	529	376	324	354	330	330	321	246	279	205	185
Guysboro	5	7	380	365	281	242	262	243	260	251	171	223	199	184
Halifax City	102	98	980	890	586	469	581	470	602	555	429	423	311	372
Halifax County	105	103	752	723	583	582	491	448	491	515	410	411	283	284
Hants	.....	.....	420	369	308	239	300	232	287	269	237	240	226	226
Inverness	.....	.....	650	564	402	385	400	365	359	300	316	261	224	227
Kings	7	7	410	329	290	235	292	215	290	281	298	212	218	222
Lunenburg	23	9	730	666	547	465	516	419	605	507	496	427	346	321
Pictou	4	3	518	441	448	362	374	349	392	371	291	353	295	276
Queens	.....	.....	183	199	138	114	133	130	136	130	118	102	88	105
Richmond	.....	.....	403	296	230	183	200	209	190	150	122	140	128	107
Shelburne	.....	.....	346	280	246	230	219	207	227	238	164	163	123	127
Victoria	.....	.....	169	136	126	109	152	112	99	106	110	87	91	92
Yarmouth	.....	.....	610	544	451	434	342	373	342	328	274	251	201	195
Total, 1905	424	405	10748	9479	7381	6510	6810	6052	6667	6163	5409	5197	4204	4207
" 1904	383	418	10727	9251	7022	5992	6557	6078	6317	5980	5052	4910	3975	4049
Increase	41	.....	21	228	359	518	253	.....	350	183	357	287	229	158
Decrease	.....	13	.....	.....	.....	.....	.....	26	.....	.....	.....	.....	.....	.....

TABLE VII.—CLASSIFICATION OF PUPILS—(*Continued*).

Nova Scotia, Year ended July, 1905.

County.	No. of Pupils in each Grade during the Year.											
	VII.		VIII.		IX.		X.		XI.		XII.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys	Girls.	Boys.	Girls.	Boys.	Girls.
Annapolis	217	193	177	180	144	209	49	114	29	76	.....	.....
Antigonish	107	150	78	108	54	79	57	20	39	15	36	6
Cape Breton	279	295	180	262	118	237	37	68	18	18	5	2
Colchester	231	242	216	236	134	214	60	139	20	68	13	13
Cumberland	292	299	243	243	109	215	42	93	11	49	.....	.....
Digby	139	152	77	103	68	101	28	42	19	18	5	.....
Guysboro	116	150	89	102	49	87	19	24	6	9	.....	.....
Halifax City	254	312	143	245	90	150	50	104	32	67	.....	.....
Halifax County	271	321	171	195	89	141	14	34	3	12	.....	.....
Hants	195	211	165	181	110	194	31	86	13	35	.....	.....
Inverness	188	206	155	134	71	67	24	19	2	12	.....	.....
Kings	189	181	209	205	186	267	85	118	37	62	.....	.....
Lunenburg	297	350	153	227	79	171	21	83	19	34	.....	.....
Pictou	318	300	264	259	180	238	54	111	34	67	15	7
Queens	71	71	71	77	30	68	19	37	5	13	.....	.....
Richmond	90	100	58	68	39	44	15	21	8	3	.....	.....
Shelburne	94	141	72	94	53	80	8	44	2	22	.....	.....
Victoria	76	89	92	71	12	10	7	3	3	1	.....	.....
Yarmouth	138	160	111	131	81	119	23	56	13	31	6	7
Total, 1905	3562	3903	2724	3121	1696	2691	643	1216	313	612	80	35
" 1904	3625	3793	2612	3130	1476	2541	641	1331	305	606	74	21
Increase	.....	110	112	.....	220	150	2	.....	78	56	6	14
Decrease	63	.....	.....	9	.....	.....	.....	115	.....	.....	.....	.....

TABLE VIII.—ANALYSIS OF HIGH SCHOOL STUDIES, (GRADE IX).

Nova Scotia, Year ended July, 1905.

County.	English.	Latin	French.	History.	Geography.	Algebra.	Geometry.	Arithmetic.	Book-keeping.	Short-hand.	Drawing.	Botany.	Physics.	Agriculture.	Wood or Metal Work.	Domestic Science.	Music (Vocal).	In Cadet Corps.	Taking full High School Course.	Taking partial High School Course.	Total of High School Grade.
Annapolis	343	31	11	339	343	314	311	348	349	...	328	298	295	....	30	26	110	27	264	89	353
Antigonish	130	47	55	113	113	114	112	130	124	8	128	110	106	20	37	40	34	....	99	34	133
Cape Breton	355	75	87	342	347	340	327	350	337	....	329	316	321	...	70	....	104	...	299	56	355
Colchester	326	90	1	331	333	335	328	341	337	...	333	315	315	....	...	....	32	....	289	59	348
Cumberland	302	50	55	299	310	309	279	316	310	....	300	276	238	1	...	....	10	....	267	57	324
Digby	150	18	22	148	161	156	143	169	162	....	145	128	136	....	2	....	22	7	143	26	169
Guysboro	133	12	39	134	136	125	136	133	134	....	121	113	122	....	...	....	21	....	103	33	136
Halifax City	238	163	132	238	238	238	238	239	236	3	238	124	67	....	...	....	170	48	237	3	240
Halifax County	230	13	11	232	234	227	229	231	226	....	227	217	210	5	39	....	46	...	191	39	230
Hants	294	20	33	281	291	287	270	303	294	..	276	258	258	1	12	26	80	....	224	80	304
Inverness	127	7	43	134	134	131	128	133	130	....	133	123	108	....	....	11	32	....	113	25	138
Kings	419	30	40	412	427	386	382	451	333	3	360	337	251	....	20	23	84	....	286	167	453
Lunenburg	225	26	40	233	239	235	214	247	233	....	331	209	208	1	22	43	47	14	182	68	250
Pictou	392	60	90	395	401	377	373	399	389	4	374	343	342	6	34	62	57	21	316	102	418
Queens	90	15	26	94	95	93	85	96	95	...	82	82	83	....	....	....	9	....	79	19	98
Richmond	78	14	11	81	81	82	77	83	83	....	80	80	80	..	....	....	....	....	72	11	83
Shelburne	123	22	4	119	126	120	112	132	130	....	114	104	104	3	...	..	81	....	99	34	133
Victoria	22	1	....	22	22	22	22	22	22	....	22	22	22	....	....	...	....	....	22	.....	22
Yarmouth	190	35	70	182	195	192	168	200	190	....	189	152	166	17	29	34	55	16	155	45	200
Total, 1905	4167	729	770	4129	4226	4083	3934	4323	4114	18	4110	3607	3432	54	295	265	994	133	3440	947	4387
" 1904	3817	658	545	3813	3854	3722	3480	3893	3722	40	3722	3215	3274	123	276	129	964	70	3015	1002	4017
Increase	350	71	225	316	372	361	454	430	392	....	388	392	158	....	19	36	30	63	425	....	370
Decrease		....	....	....	....	...	...		..	22	....	....	....	69	....	....	....	....	....	55	....

TABLE IX.—ANALYSIS OF HIGH SCHOOL STUDIES, (GRADE X).

Nova Scotia, Year ended July, 1905.

COUNTY.	English.	Latin	Greek.	French.	German.	History.	Geography.	Algebra.	Geometry.	Arithmetic.	Book-keeping.	Short-hand.	Drawing.	Chemistry.	Agriculture.	Wood or Metal Work.	Domestic Science.	Music (Vocal).	In Cadet Corps.	Taking full High School Course.	Taking Partial High School Course.	Total of High School Grade.
Annapolis	153	16	....	11	1	150	155	153	146	160	151	....	145	144	142	19	27	47	5	136	27	163
Antigonish	75	44	4	46	....	63	63	63	63	63	69	10	63	56	22	32	14	52	....	62	15	77
Cape Breton	104	41	....	24	...	102	102	103	103	103	103	....	102	102	57	25	....	41	....	102	3	105
Colchester	193	46	17	14	66	192	193	192	185	193	189	...	189	185	178	....	....	11	....	179	20	199
Cumberland	124	25	3	20	5	122	124	124	124	124	120	....	123	119	120	....	...	13	....	124	11	135
Digby	67	16	....	19	....	65	68	69	63	70	67	....	62	63	60	....	....	20	2	61	9	70
Guysboro	43	11	2	23	...	43	43	43	43	43	43	...	43	43	33	....	....	10	....	38	5	43
Halifax City	142	75	11	96	49	141	141	136	136	140	132	13	132	109	25	...	....	145	47	141	13	154
Halifax County	43	2	....	...	....	42	42	44	41	44	41	...	41	41	41	....	....	...	....	40	8	48
Hants	114	12	2	24	4	114	114	113	111	116	113	....	105	111	72	4	16	20	...	102	15	117
Inverness	43	10	....	17	....	43	43	43	43	43	42	..	43	43	42	....	....	...	....	42	1	43
Kings	190	24	...	27	....	189	190	176	177	199	193	8	157	167	112	15	20	37	....	157	46	203
Lunenburg	104	40	....	34	11	104	103	104	104	104	98	...	98	103	89	6	19	30	....	100	4	104
Pictou	162	53	....	65	7	162	161	162	159	158	158	....	162	159	150	12	36	8	8	160	5	165
Queens	55	11	...	15	...	55	56	56	53	56	54	....	39	52	23	....	...	2	....	49	7	56
Richmond	35	9	....	9	....	35	35	35	35	35	35	....	36	35	25	....	....	1	....	35	1	36
Shelburne	52	14	....	....	....	52	52	52	52	52	52	....	52	51	51	....	....	17	....	50	2	52
Victoria	10	10	....	...	....	10	10	10	10	10	10	....	10	10	10	....	....	....	....	10	....	10
Yarmouth	79	21	....	32	8	79	79	79	70	79	76	....	75	77	38	10	19	27	8	76	3	79
Total, 1905	1788	480	39	476	151	1763	1774	1757	1718	1792	1746	31	1677	1670	1290	123	151	481	70	1664	195	1859
" 1904	1924	475	41	521	144	1903	1900	1884	1841	1933	1875	26	1750	1775	1356	180	156	475	57	1734	238	1972
Increase	....	5	...	....	7	..	...	....	....	...	....	5	....	....	...	...	....	6	13	....	....	....
Decrease	136	....	2	45	....	140	126	127	123	141	129	....	73	105	66	57	5	....	....	70	43	113

TABLE X.—ANALYSIS OF HIGH SCHOOL STUDIES (GRADE XI).

Nova Scotia, Year ended July, 1905.

County.	English.	Latin.	Greek	French.	German.	History.	Algebra.	Geometry.	Practical Mathematics.	Short-hand.	Physics.	Agriculture.	Physiology.	Wood or Metal Work.	Domestic Science.	Music (Vocal).	In Cadet Corps.	Taking full High School Course.	Taking Partial High School Course.	Total of High School Grade.
Annapolis	99	22	....	12	5	91	96	90	88	....	86	4	85	9	19	8	1	81	24	105
Antigonish	53	43	7	43	....	54	51	49	53	2	53	2	54	39	12	19	....	49	5	54
Cape Breton	35	23	2	11	4	33	33	35	35	....	36	....	34	11	....	11	....	32	4	36
Colchester	87	28	8	11	53	87	88	88	88	....	88	2	82	...	....	1	....	86	2	88
Cumberland	57	18	1	3	....	59	59	59	59	....	57	....	59	....	....	....	....	56	4	60
Digby	37	18	....	14	1	36	37	35	34	....	36	....	34	....	....	4	1	34	3	37
Guysboro	15	9	1	9	...	15	15	15	15	....	13	....	15	....	....	1	....	15	.....	15
Halifax City	81	45	7	37	21	80	81	81	74	14	79	....	76	....	....	87	32	88	11	99
Halifax County	14	....	....	....	....	14	15	15	15	....	14	....	15	....	....	....	....	14	1	15
Hants	47	3	...	10	1	47	48	48	48	....	47	....	47	3	....	11	9	46	2	48
Inverness	14	3	....	9	....	13	14	13	14	....	13	....	13	....	....	....	....	13	1	14
Kings	96	10	...	12	3	94	96	92	95	4	95	3	77	2	....	17	...	90	9	99
Lunenburg	53	8	....	12	5	52	51	50	51	....	52	....	45	....	1	23	....	50	3	53
Pictou	101	56	12	62	15	101	101	101	101	....	101	....	101	...	10	....	9	101	.....	101
Queens	17	4	....	9	....	18	18	18	17	....	17	1	17	....	....	....	....	17	1	18
Richmond	11	5	....	2	....	11	11	11	11	....	7	2	11	....	....	....	....	11	.....	11
Shelburne	24	3	....	....	....	23	23	23	19	....	23	1	23	....	....	18	....	22	2	24
Victoria	4	2	....	....	...	4	4	4	4	....	4	...	4	....	....	....	....	4	.....	4
Yarmouth	44	9	....	22	9	38	41	35	36	....	36	....	36	7	16	8	3	42	2	44
Total, 1905	889	299	38	278	117	870	882	862	857	20	857	15	828	71	58	208	55	851	74	925
" 1904	885	273	49	225	67	857	866	854	834	13	832	28	823	63	36	277	19	808	103	911
Increase	4	26	....	53	50	13	16	8	23	7	25	....	5	8	22	....	36	43	....	14
Decrease	....	....	11	....	....	....	....	....	....	....	....	13	....	....	..	69	....	....	29	..

TABLE XI.—ANALYSIS OF HIGH SCHOOL STUDIES (GRADE XII).

Nova Scotia, Year ended July, 1905.

County.	English.	Latin.	Greek.	French.	German.	History.	Algebra.	Geometry.	Botany.	Physics.	Chemistry.	San. Science.	Psychology.	Zoology.	Geology	Trigonometry.	Navigation.	Astronomy.	Taking full High School Course.	Taking partial High School Course.	Total of High School Grade.
Annapolis	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Antigonish	42	46	16	32	...	37	9	6	....	34	6	1	20	5	5	21	12	5	38	4	42
Cape Breton	7	6	....	2	3	6	5	6	5	5	5	6	6	5	5	6	5	6	5	2	7
Colchester	21	10	4	12	20	16	15	15	15	15	18	21	18	16	15	15	10	10	20	6	26
Cumberland	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Digby	5	5	....	5	....	5	....	....	....	....	....	....	....	....	....	....	....	....	....	5	5
Guysboro	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Halifax City	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Halifax County	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Hants	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Inverness	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Kings	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Lunenburg	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Pictou	20	11	5	21	14	20	20	18	15	19	19	18	18	15	17	19	15	15	20	2	22
Queens	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Richmond	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Shelburne	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Victoria	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Yarmouth	13	6	4	6	....	6	13	10	8	9	9	13	11	6	....	2	10	10	13	....	13
Total, 1905	108	84	29	78	37	90	62	55	43	82	57	59	73	47	42	63	52	46	96	19	115
" 1904	92	76	26	74	22	85	47	54	37	72	45	43	86	33	32	54	37	43	87	8	95
Increase	16	8	3	4	15	5	15	1	6	10	12	16	....	14	10	9	15	3	9	11	20
Decrease	....	....	....	....	....	....	....	....	....	....	....	....	13	....	....	....	....	....	....	....	....

TABLE XII.—SECTION FINANCES, &c.

Nova Scotia, Year ended July, 1905.

County.	No. of pupils enrolled not belonging to this School Section	No. Children in this Section from 5 to 15 years of age.	No. of these who did not attend School during the year.	No. under 21 years in section who are defective (a) in hearing, or (b) in seeing, who are not in attendance at the Provincial institutions provided for the Deaf and Dumb and the Blind, in Halifax.		Valuation of Property in section according to last assessment roll.	Value of all School property (grounds, buildings, furniture, apparatus etc.), belonging to the sections	No. of School houses.	No. of School rooms (departments with teachers).	Total amount voted at last annual and subsequent special meetings to be levied on the section for all School purposes	Portion of the same for building and repairs, and instalment of building debt (if any).
				(a)	(b)						
Annapolis	171	4037	244	3	4	$3,929,419	$109242 00	98	130	$ 22453 75	$2838 25
Antigonish	312	2462	146	...	...	1,728,729	30335 00	67	86	9358 00	1229 00
Cape Breton	426	11840	1778	2	1	12,222,753	198614 93	98	202	57334 11	12862 20
Colchester	293	5266	316	1	...	5,448,588	141201 00	124	157	33136 25	3714 50
Cumberland	307	8720	649	1	2	6,875,069	147841 50	140	201	50599 99	7359 65
Digby	147	4645	280	7	2	2,248,716	56744 00	80	112	17833 22	2203 22
Guysboro	110	3818	368	5	...	1,093 175	59383 00	80	96	16552 00	2013 00
Halifax City	90	8280	600*	20	15	27,030,050	312500 00	32	161	116000 00	8800 00
Halifax County	145	6677	487	12	2	3,889,151	95017 50	143	170	29358 85	1766 60
Hants	145	4364	309	4	...	3,896,490	93927 00	97	126	27193 00	2391 00
Inverness	528	4731	308	...	...	1,162 600	47950 00	124	143	17759 00	1924 00
Kings	242	4377	301	4	3	5,318,538	89537 00	100	131	28897 00	2890 00
Lunenburg	151	7556	652	4	3	4,721,182	115634 00	148	185	27914 00	4607 00
Pictou	327	6511	759	1	2	5,822,816	179827 00	138	183	45952 00	3042 00
Queens	51	1997	112	2	...	1,425,302	31860 00	46	57	8825 25	1139 00
Richmond	98	2938	278	...	...	634,708	28358 00	63	74	9133 00	1226 00
Shelburne	62	3107	268	1	1	1,463,993	58359 00	63	86	17240 00	3724 00
Victoria	175	1535	70	...	...	456,680	25500 00	48	51	3305 00	1449 00
Yarmouth	154	5222	257	6	4	6,172 132	150147 00	75	128	32717 00	3075 00
Total, 1905	3934	98083	8182	73	39	$95,540 091	$1971977 93	1732	2318	$576560 32	$68253 42
" 1904	3717	93769	7084	45	32	96,630,393	1890163 00	1676	2357	569745 00	76900 00
Increase	217	4314	1098	28	7	...	$81814 93	56	...	$6815 32	...
Decrease	...	...	...	...	...	$1,090 303	...	...	39	...	$8646 58

*400 of these attend private schools.

TABLE XIII.—LABORATORIES, LIBRARIES AND APPARATUS.

Nova Scotia, Year ended July, 1905.

County.	No. of pupils for whom accommodations are provided in a special room at one time.			School Libraries.					Value of Scientific and other collections in Museum Special Room.	No. of Wall Maps, Globes, Charts and Cabinets of Models, Specimens, etc.	Are there specimens or scientific apparatus not in a separate room, but in cases, etc., within the school room itself?	
	In Chemical or Physical Laboratory.	In Wood or Metal—Mechanical Laboratory.	In Domestic Science Laboratory.	No. of Cases or Libraries.	No. of volumes at beginning of year.	Value of the same.	No. of volumes added during the year.	Value of the same.			No of Schools.	Estimated Value.
Annapolis	113	32	20	6	405	$ 305 00	97	$ 67 00	$ 847 00	496	17	$ 234 00
Antigonish	50	20	40	3	6000	*10000 00	100	75 00	600 00	273	2	1045 00
Cape Breton	22	72	.....	13	2208	1717 00	305	250 50	165 00	569	10	260 00
Colchester	.....	46	41	10	571	394 25	366	235 10	656 00	623	11	182 00
Cumberland	74	.....	.....	21	1163	460 68	145	99 85	327 00	815	5	158 80
Digby	15	10	.....	7	583	207 65	62	13 84	516 00	384	10	208 50
Guysboro	14	.....	.....	2	216	80 00	80	44 00	135 00	320	2	125 00
Halifax City	48	18	36	32	4865	2419 00	479	206 00	520 00	462	11	2900 00
Halifax County	.....	.....	.....	16	371	257 16	21	33 45	.....	489	11	127 00
Hants	26	21	21	11	1284	843 00	205	99 00	10 00	574	19	226 00
Inverness	12	.....	.....	2	228	190 00	121	185 00	15 00	312	4	150 00
Kings	32	16	18	19	1281	709 43	161	68 10	275 45	689	27	401 00
Lunenburg	50	31	64	4	1051	746 00	63	33 75	750 00	658	6	308 00
Pictou	142	40	60	9	1792	2485 00	7	17 00	1500 00	793	8	77 00
Queens	20	.....	.....	1	195	142 00	.....	.....	305 00	222	4	60 50
Richmond	4	.....	.....	1	14	10 00	38	12 00	25 00	257	5	265 00
Shelburne	62	.....	.....	16	517	299 50	1437	616 99	575 00	499	13	225 00
Victoria	8	.....	.....	1	3027	†3000 00	11	7 00	145 00	162	1	5 00
Yarmouth	77	17	20	34	2358	2198 25	582	220 55	137 00	597	18	218 00
Total, 1905	769	323	320	208	28029	$26463 92	4280	$2284 13	$7503 45	9194	184	7175 80
" 1904	692	319	244	169	21904	23789 79	3998	2549 55	6507 50	8151	177	7580 05
Increase	77	4	76	39	6125	$2674 13	282	.....	$995 95	1043	7	.....
Decrease	.....	.....	.....	.....	.....	.....	.....	$265 42	.....	.....	.....	$404 25

*Affiliated with St. Francis Xavier's College Library. †Affiliated with Baddeck Public Library.

TABLE XIV.—VISITATIONS, EXAMINATIONS, ETC.

Nova Scotia, Year ended July, 1905.

County	No. of			Visitations and Prizes.						
	Pupils who can sing.	Pupils who can or are learning to play Musical Instrum'ts.	Pupils who swim or are learning to swim.	No. of visits by Trustees and Secretary.	No. of visits by Inspector and other school officers.	No. of visits by other visitors.	No. of pupils present.	No. of Parents and Visitors at Public Examination	No of Prizes awarded.	Value of Prizes awarded.
Annapolis	2767	716	660	310	130	2983	1970	982	119	$ 42 65
Antigonish	1037	201	407	324	106	1041	1038	503	132	58 62
Cape Breton	6084	883	1721	971	320	2552	6554	4445	342	326 89
Colchester	3410	657	847	317	154	2099	2409	1299	150	81 39
Cumberland	6041	1123	1062	422	220	3079	3410	1644	77	89 45
Digby	3222	529	694	344	183	2199	1867	850	324	70 76
Guysboro	1423	240	498	322	116	1540	1295	847	99	33 95
Halifax City	6859	1020	1181	443	578	1667	6781	3202	40	10 75
Halifax County	5240	450	959	554	288	2282	3052	2226	234	61 70
Hants	3127	558	603	281	213	2068	2505	1777	117	41 56
Inverness	1259	299	630	663	142	2346	1935	655	35	31 00
Kings	3084	904	639	310	198	2247	2440	2334	147	57 20
Lunenburg	4791	937	1002	521	198	4101	3421	2317	148	41 70
Pictou	3737	917	1022	501	210	2631	3514	2404	221	103 00
Queens	1258	334	380	119	59	829	1001	919	35	15 15
Richmond	1102	216	470	497	99	1424	1162	526	91	21 75
Shelburne	2329	344	460	282	74	1683	1936	1246	54	24 16
Victoria	523	101	262	181	69	853	639	224	60	41 10
Yarmouth	4229	659	1038	402	288	2480	3150	2584	228	210 47
Total, 1905	61522	11088	14535	7764	3645	40104	50079	31184	2653	$1363 25
" 1904	.....	.....	.....	6854	3385	36720	49690	30521	2242	1149 29
Increase	.....	.....	.....	910	260	3384	389	663	411	$213 96
Decrease	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

TABLE XV.—AVERAGE ANNUAL SALARIES OF MALE TEACHERS.

Nova Scotia, Year ended July, 1905.

County.	Class A.—(Male).			Class B.—(Male).			Class C.—(Male).			Class D.—(Male).		
	Prov. Aid.	From Section	Total.	Prov. Aid.	From Section.	Total.	Prov. Aid.	From Section.	Total.	Prov. Aid.	From Section.	Total.
Annapolis	$ 192 92	$ 666 67	$ 859 59	$ 110 24	$ 354 39	$ 464 83	$ 82 68	$ 206 27	$ 288 95	$ 55 12	$ 108 75	$ 163 87
Antigonish	165 32	600 00	765 32	110 24	235 00	345 24	82 68	133 33	216 01	55 12	122 85	177 97
Cape Breton	171 06	705 45	876 51	110 24	377 14	487 38	82 68	224 29	306 97	55 12	134 80	189 92
Colchester	174 53	980 00	1154 53	110 24	489 38	599 62	82 68	140 00	222 68	55 12	112 50	167 62
Cumberland	192 92	657 83	850 75	110 24	455 83	566 07	82 68	237 50	320 18	55 12	146 66	201 78
Digby	192 92	575 00	767 92	110 24	333 75	443 99	82 68	200 00	282 68	55 12	176 83	231 95
Guysboro	192 89	600 00	792 89	110 24	321 25	431 49	82 68	210 00	292 68	55 12	135 88	191 00
Halifax City	163 00	977 00	1140 00	110 24	832 00	942 24	82 68	415 00	497 68	55 12	440 00	495 12
Halifax County	183 17	980 00	1163 17	110 24	175 00	285 24	82 68	193 00	275 68	55 12	170 00	225 12
Hants	192 92	550 00	742 92	110 24	313 75	423 99	82 68	210 00	292 68	.....	.....	.....
Inverness	193 02	553 50	746 52	110 24	138 75	248 99	82 68	164 80	247 48	55 12	114 07	169 19
Kings	192 92	450 00	642 92	110 24	340 00	450 24	82 68	145 00	227 68	55 12	160 00	215 12
Lunenburg	192 92	750 00	942 92	110 24	425 00	535 24	82 68	116 75	199 43	55 12	113 00	168 12
Pictou	182 57	771 25	953 82	110 24	505 00	615 24	82 68	244 37	327 05	55 12	126 66	181 78
Queens	192 92	550 00	742 92	110 24	350 00	460 24	82 68	200 00	282 68	55 12	120 00	175 12
Richmond	193 02	750 00	943 02	110 24	277 00	387 24	82 68	175 00	257 68	55 12	127 33	182 45
Shelburne	192 90	537 50	730 40	110 24	290 00	400 24	82 68	159 17	241 85	55 12	115 00	170 12
Victoria	197 47	552 53	750 00	110 24	225 00	335 24	82 68	175 00	257 68	55 12	130 00	185 12
Yarmouth	160 89	750 00	910 89	110 24	361 25	471 49	82 68	227 50	310 18	55 12	150 00	205 12
Total, 1905	$ 185 29	$ 681 93	$ 867 22	$ 110 24	$ 357 88	$ 468 12	$82 68	$ 198 79	$ 281 47	$ 55 12	$ 150 24	$ 205 36
" 1904	192 85	704 94	897 79	115 10	341 29	456 39	86 32	191 91	278 32	57 55	139 01	196 56
Increase	.....	.....	.....	.....	$16 59	$11 73	.....	$6 88	$3 15	.....	$11 23	$8 80
Decrease	$7 56	$23 01	$30 57	$4 86	.....	.....	$3 64	.....	.....	$2 43	.....	.....

TABLE XVI.—AVERAGE ANNUAL SALARIES OF FEMALE TEACHERS.

Nova Scotia, Year ended July, 1905.

County.	Class A.—(Female).			Class B.—(Female).			Class C.—(Female).			Class D—(Female).		
	Prov. Aid.	From Section	Total.	Prov. Aid.	From Section	Total.	Prov. Aid	From Section.	Total.	Prov. Aid.	From Section.	Total.
Annapolis	$ 150 46	$ 305 00	$ 455 46	$ 110 24	$ 190 21	$ 300 45	$ 82 68	$ 133 26	$ 215 94	$ 55 12	$ 100 70	$ 155 82
Antigonish	.....	.....	.....	110 24	191 00	301 24	82 68	137 50	220 18	55 12	107 06	162 18
Cape Breton	137 80	400 00	537 80	110 24	275 95	386 19	82 68	227 44	310 12	55 12	168 98	224 10
Colchester	165 35	370 00	535 35	110 24	211 50	321 74	82 68	162 81	245 49	55 12	110 26	165 38
Cumberland	165 36	225 00	390 36	110 24	199 23	309 47	82 68	155 45	238 13	55 12	115 01	170 13
Digby	.....	.....	.....	110 24	187 50	297 74	82 68	148 65	231 33	55 12	121 41	176 53
Guysboro	.....	.....	.....	110 24	195 84	306 08	82 68	156 26	238 94	55 12	131 28	186 40
Halifax City	165 00	457 00	622 00	110 24	345 00	455 24	82 68	320 00	402 68	55 12	172 00	227 12
Halifax County	136 55	270 00	406 55	110 24	195 00	305 00	82 68	181 10	263 78	55 12	123 00	178 12
Hants	165 36	550 00	715 36	110 24	186 40	296 64	82 68	162 08	244 76	55 12	117 82	172 94
Inverness	.....	.....	.....	110 24	153 33	263 57	82 68	138 82	221 50	55 12	117 50	172 62
Kings	151 37	436 25	587 62	110 24	191 14	301 38	82 68	150 08	232 76	55 12	112 30	167 42
Lunenburg	152 58	385 00	537 58	110 24	163 60	273 84	82 68	133 17	215 85	55 12	111 60	166 72
Pictou	151 57	375 00	526 57	110 24	183 90	294 14	82 68	133 07	215 75	55 12	111 78	166 90
Queens	.....	.....	.....	110 24	185 90	296 14	82 68	135 92	218 60	55 12	113 65	168 77
Richmond	.....	.....	.....	110 24	205 00	315 24	82 68	144 17	226 85	55 12	119 00	174 12
Shelburne	.....	.....	.....	110 24	175 00	285 24	82 68	142 97	225 65	55 12	108 97	164 09
Victoria	.....	.....	.....	110 24	180 00	290 24	82 68	150 00	232 68	55 12	140 00	195 12
Yarmouth	137 75	270 00	407 75	110 24	224 76	335 00	82 68	176 25	258 93	55 12	133 32	188 44
Total, 1905	$ 152 65	$ 367 57	$ 520 22	$ 110 24	$ 202 12	$ 312 36	$ 82 68	$ 162 58	245 26	$ 55 12	$ 122 93	$ 178 05
" 1904	162 29	371 27	533 56	115 10	193 63	308 73	86 32	156 00	242 32	57 55	119 62	177 17
Increase	.....	.....	.....	.....	$8 49	$3 63	.....	$6 58	$2 94	.....	$3 31	$0 88
Decrease	$9 64	$3 70	$13 34	$4 86	.....	.....	$3 64	.....	.....	$2 43	.....	.....

TABLE XVII.

Apportionment of County Fund to Trustees for year ended July, 1905.

Municipalities.	Grand total days attendance made by all the pupils	On occount of Teachers employed.	On account of average attendance of Pupils.	On account of Pupils attending Halifax Sch. for Blind.	On acct. of Pupils attending Deaf & Dumb Inst., Halifax.	Total amount appropriated.	Amount per Pupil in attendance the full year.
Annapolis, County of	474672	$ 3066 59	$ 3452 72	.....	$ 75 00	$ 6594 21	$1 51
Antigonish, "	284388	1941 41	2476 58	$ 180 00	150 00	4765 89*	1 80
Cape Breton, "	1318602	4926 10	11523 01	630 00	.....	17209 89†	1 85
Colchester, West, and Stirling, Dist. of.	272326	1693 08	1807 21	.....	.....	3500 29	1 40
Colchester, South, District of	402622	2022 14	2687 89	540 00	.....	5250 03	1 41
Cumberland, County of.	1000430	4986 42	6638 14	360 00	675 00	12659 56	1 41
Digby, District of	317552	1690 62	2057 40	360 00	.....	4108 02	1 30
Clare, "	246138	1102 69	1827 13	.....	75 00	3004 82	1 56
Guysboro, "	287736	1638 78	2469 95	630 00	37 50	4801 23‡	1 77
St. Mary's, "	105709	630 57	980 66	.....	.....	1636 23	1 95
Halifax, County of	831900	4056 27	6523 91	585 00	375 00	11540 18	1 64
Hants, East, District of	213877	1469 55	1720 45	90 00	.....	3280 00	1 74
Hants, West, "	330965	1659 42	2070 18	270 00	150 00	4149 60	1 35
Inverness, County of	526682	3299 96	4218 37	180 00	825 00	8523 33	1 73
Kings, "	532772	3291 62	3756 33	180 00	450 00	7677 95	1 45
Lunenburg and New Dublin, District of	710381	3734 85	4513 99	585 00	487 50	9321 34	1 35
Chester, District of	141180	722 96	1282 04	.....	.....	2005 00	1 90
Pictou, County of	754775	4232 66	6757 99	270 00	450 00	11710 65	1 87
Queens, "	246789	1435 25	2050 21	90 00	.....	3575 46	1 74
Richmond, "	285832	1821 67	2026 75	.....	375 00	4723 42	1 84
Shelburne, District of	191520	1178 44	578 06	270 00	300 00	2326 50	65
Barrington, "	183506	901 10	1509 50	.....	150 00	2560 60	1 77
Victoria, County of	180092	1250 32	2425 68	.....	.....	3676 00	2 81
Yarmouth, District of	392786	1875 74	2372 31	270 00	75 00	4593 05	1 30
Argyle, "	302054	1312 21	1776 64	270 00	75 00	3433 85	1 27
Total, 1905	10535288	$55940 42	$80005 10	$5760 00	$4725 00	$145627 20	$1 61
" 1904	9782379	52651 63	83493 32	4912 50	5325 00	146382 45	1 83
Increase	752909	$3288 79	.....	$847 50	.....	.....	.....
Decrease	.....	.....	$3488 22	.....	$600 00	$755 25	$0 22

*$17.90 retained for Section late in return. †Includes $128.78 added under Sec. 124, Ed. Act, consolidation and error.
‡$25.50 retained for Section late in return.

TABLE XVIII.

SPECIAL GOVERNMENT AID TO POOR SECTIONS, 1905.

COUNTY.	Paid by Government over and above the ordinary Aid towards Salaries of Teachers employed in Poor Sections.		TOTAL.
	First Half Year.	Second Half Year.	
Annapolis	$ 137 60	$119 25	$256 85
Antigonish	51 81	66 46	118 27
Cape Breton	30 95	52 49	83 44
Colchester	97 16	90 65	187 81
Cumberland	110 94	82 92	193 86
Digby	111 54	127 39	238 93
Guysboro	93 47	114 19	207 66
Halifax Co	150 00	150 00	300 00
Hants	141 33	126 75	268 08
Inverness	89 68	95 63	185 31
Kings	150 00	150 00	300 00
Lunenburg	150 00	134 02	284 02
Pictou	97 60	69 50	167 10
Queens	58 85	51 71	110 56
Richmond	82 57	101 51	184 08
Shelburne	42 61	48 47	91 08
Victoria	41 68	40 82	82 50
Yarmouth	75 10	68 10	143 20
Total, 1905	$1712 89	$1689 86	$3402 75
" 1904	1376 02	1731 35	3107 37
Increase	$336 87	.....	$295 38
Decrease	.....	$41 49	.....

TABLE XIX.

POOR SECTIONS—SPECIAL MUNICIPAL ALLOWANCE.

MUNICIPALITIES.	Nnmber of these Sections having Schools.	Amount of Municipal Fund paid to these Schools over and above ordinary allowance.
Annapolis, County of	22	$ 369 30
Antigonish, "	14	251 45
Cape Breton, "	9	187 14
Colchester, "	13	176 66
Cumberland, "	14	198 02
Digby, District of.....	12	208 94
Clare, "	6	76 37
Guysboro, "	13	225 27
St. Mary's, "	2	59 58
Halifax, County of	29	499 58
Hants, East, District of	10	190 94
Hants, West, "	11	180 05
Inverness, County of	17	311 48
Kings, "	25	442 73
Lunenburg and New Dublin, District of	16	245 29
Chester, District of.....	4	79 12
Pictou, County of	16	256 81
Queens, "	6	102 09
Richmond, "	13	236 79
Shelburne, District of.....	4	58 83
Barrington, "	3	47 15
Victoria, County of.....	7	161 98
Yarmouth, District of.....	7	126 81
Argyle, "	5	93 77
Total, 1905	278	$4786 15
" 1904	254	3690 88
Increase	24	$95 27
Decrease	.....	....

TABLE XX.—COUNTY ACADEMIES.

Academies.	Instructors.	Class of License.	Annual Salary.	Department or Subjects Taught. (Subjects are given briefly by Numbers).	Hours per Day.
Annapolis	A. W. L. Smith	A. cl.	$ 850 00	All subjects in XI except 92 & 93 Nos. 91, 92, 98, 99, 101, 105, 106, 107, 108, in IX and X	5
	G. A. Boate	C.		Nos. 91, 96, 97, 102, 104, 117, in Grades IX and X	3
Antigonish	Rev Alex. Thompson, D. D	A. cl.	750 00	" 96, 111, 119	4
	Rev Hugh McPherson, D D	A. cl.	750 00	" 94, 99, 107, 112, 113	4
	James J. Tompkins	A. cl.	750 00	" 93, 94, 98	3½
	Sr. St. Leonard	B.	180 00	" 91, 92, 116	5
	Henry Barry	C.	200 00	" 91, 92, 99	5
Cape Breton	J. Arthur Armstrong, B A	A. cl.	1100 00	Mathematics and English	5
	F. I Stewart, B. A	A. cl.	1000 00	Classics and Science	5
	I M. Leonard	B.		French	1
	J. C. Dawson		650 00	Mechanical Science	5
Clare	Rev. A. F. Amirault, B. A	A. cl.	750 00	Nos 91, 94, 95, 96, 97, 100, 106, 109	5
	Rev. P. Chiasson			" 91, 98, 99, 101, 102	4
	Rev. P. Brochout, B. A			" 92, 94	2
	Rev. Clement Villard, B. A			" 92, 94, 96	3
	Rev. Emmanuel LeBouter			" 92, 94	2
	Sr. Maria Baptista			" 91, 96, 97, 98 99, 100, 101	5
Colchester	W. R. Campbell, M A	A. cl.	1200 00	" 92, 93, 109, 113	4¾
	M. D. Hemmeon, B A	A. cl.	1050 00	" 91, 96, 98, 100, 111, 114, 115	4¾
	J. E. Barteaux	B	900 00	" 99, 105, 106, 107, 108	4¾
	L. A. Richardson, B. A	A. cl.	550 00	" 95, 99, 102, 104	4¾
	E M. Macdougall, B A	A. cl.	550 00	" 92, 94, 96, 97, 101	4¾
	Jean A. M. Gordon, B. A	C.	550 00	" 91, 93	4¾
	Andrew Macgillivray, B. A	B	480 00	" 98, 101, 106, 112, 116	4¾
Cumberland	E. J. Lay	A. cl.	1300 00	" 92, 94, 96, 98, 99, 100, 105, 114	5
	N D MacTavish	A sc.	900 00	" 95, 97, 98, 99, 101, 102, 104, 106 107, 108	5
	Anna L. Bigney	B.	200 00	" 91, 96, 97, 99, 101	5
Digby	R. F. Morton, B. A	A. cl.	900 00	All subjects	4¾
Guysboro	Graham P. Morse, B. A	A. cl. & sc.	810 00	"	4¾
Halifax	William Thomas Kennedy	A. cl.	1600 00	Nos. 96, 97, 99	4
	Sylvanus Archibald Morton, M. A	A. cl.	1250 00	" 98, 100, 101, 102	4
	Sarah Katherine Mackintosh	A. cl.	850 00	" 91, 96, 97	4

TABLE XX.—COUNTY ACADEMIES—*Continued.*

Academies.	Instructors.	Class of License.	Annual Salary.	Department or Subjects Taught. (Subjects are given briefly by Numbers).	Hours per Day.
Halifax	Florence Amana Peters	B.	$ 750 00	Nos. 91, 98, 101, 102	4
	Jotham W. Logan, B. A.	A. cl.	1200 00	" 92, 93	4
	Jules M. Lanos, M. L		800 00	" 94, 95	4
	Joseph Baker McCarthy, B. A., B Sc.	B.	1000 00	" 105, 106, 107, 109	4
	Katherine F. Hill		250 00	" 104	
	Eleanor Margaret MacDonald	C.	400 00	" 103	2½
Hants	J. Arnold Smith, M A	A. cl.	1000 00	" 91-102 incl , 104, 106, 107, 109	4¾
	Antoinette Forbes, B. A	A. cl.	550 00	" 91, 92, 94, 96, 97, 98, 99, 101, 102, 104, 105, 106, 117,	4¾
Inverness	Edmund B Smith, M. A	A. cl.	800 00	All subjects [118, 121	5½
Kings	Ernest Robinson	A.	1000 00	Nos. 91, 94. 98, 99, 100, 101, 102, 105, 106	5
	Theresa Farrell	A.	675 00	" 96, 97, 99, 101, 102, 104, 109	5¾
	Pauline Macdonnell	A.	500 00	" 91, 92, 93, 94, 96, 97, 98	5
Lunenburg	B. McKittrick, B. A	A.	1100 00	" 93, 94, 97, 98-102, 105-109, 114, 115	5
	Minnie C. Hewitt	A. sc.	600 00	" 91, 92, 95, 96, 98, 99, 101, 102. 104	5
Pictou	Robert Maclellan	A. cl.	1200 00	" 92, 93, 94, 95	4
	R. S. Boehner	A sc.	900 00	" 98, 99, 100, 101, 102, 107, 108, 114, 115	4
	W. P. Fraser	A. sc.	900 00	" 98, 101, 102, 104, 105, 106, 109, 110, 111, 112, 113, 116	4
	H. F. Munro, B. A	A. cl.	900 00	" 91, 96, 97, 111	4
Queens	Howard S Freeman, B A	A.	750 00	" 92, 94, 95, 96, 97, 98, 100, 101, 102, 104-107, 109	4¾
Richmond	W. A. Macdonald, B. A	A. cl.	750 00	" 91, 92, 96-102, 104-109	5½
Shelburne	C. Stanley Bruce	A. cl.	775 00	All compulsory subjects and Latin	5
Victoria	John Crerar McDonald	A. (cl. & sc.)	775 00	All subjects	5
Yarmouth	W. F. Kempton	A. cl	1200 00	Mathematics	5
	George D. Blackadar, A B	A. cl.	850 00	Foreign Languages	5
	H. J. Wyman	A. sc.	800 00	Science	5
	J. H. Bingay	A. sc.	700 00	English	5

TABLE XX.—COUNTY ACADEMIES—*Continued.*

County.	First Quarter.			Second Quarter.				Third Quarter.				Fourth Quarter.			
	Total pupils on register at end of quarter. 16	Average daily attendance. 17	Percentage of pupils in daily attendance. 18	Total pupils on register at end of quarter. 19	No attended during quarter. 20	Average daily attendance. 21	Percentage of Pupils in daily attendance. 22	Total pupils on register at end of quarter. 23	No. attended during quarter 24	Average daily attendance. 25	Percentage of pupils in daily attendance. 26	Total pupils on register at end of quarter 27	No attended during quarter. 28	Average daily attendance. 29	Percentage of Pupils in daily attendance. 30
Annapolis	42	34.3	81.7	43	39	30.8	79.0	43	36	30.8	85.6	43	33	27.5	83.3
Antigonish	198	171.7	86 7	215	210	164.2	78.2	230	202	169.8	84.	232	189	175.5	92.8
Cape Breton	53	41.8	78 9	58	55	41.5	75.5	62	54	37.2	68.9	77	58	43.	74.2
Clare	40	37.2	93.	36	40	36.4	91.	37	37	36.1	97.6	41	37	31.7	85.7
Colchester	212	182 4	86.6	226	222	171.3	76 8	230	193	148.7	77.4	230	180	140.3	77.4
Cumberland	70	63.1	90.1	73	73	61.3	84.	74	71	61.7	86.9	74	68	60.4	88.9
Digby	25	19.1	76.5	30	30	22.9	76.3	32	31	23.1	74.5	34	29	22.7	78.3
Guysboro	26	21.8	83.8	28	27	20.1	74.4	29	24	16.7	69.7	29	22	17.7	80.5
Halifax	319	286.8	84.2	322	313	256.5	81.9	325	296	257.6	87.	325	290	254.6	87.8
Hants	66	54.7	83.2	71	64	50.5	78.7	72	60	46.5	77.5	73	59	47.6	80.3
Inverness	24	18.6	77.5	25	24	19.6	81.7	28	27	22.3	81.9	28	27	21.4	79.3
Kings	84	65.7	78.2	94	91	66.4	72 9	97	86	63.7	74.0	98	80	60.0	75.
Lunenburg	71	61.2	86.2	75	69	58.5	84.7	75	65	55.8	85.9	75	63	55.8	88.6
Pictou	139	121.3	87.2	147	144	114.	79.1	149	135	110.3	81.7	151	124	104.6	84.3
Queens	57	46.7	81.9	60	56	42.6	76.1	61	56	42.8	78.2	61	50	42.5	84.5
Richmond	33	28.8	87.3	33	31	28 5	91.9	33	31	27.3	88 1	34	32	30.1	94.1
Shelburne	18	15.6	86.7	18	17	16.6	97.6	18	18	15.5	86.1	18	17	15.3	90.
Victoria	18	15.5	86.1	19	18	15.1	75.5	21	21	16.7	79.5	21	19	14.7	77.4
Yarmouth	129	111.3	86 3	132	126	105.5	83.7	132	117	93.6	80.0	134	108	91.2	84.4
Total, 1905	1624	1397.6	84.3	1705	1649	1322.3	81.	1748	1560	1276.2	81.3	1778	1485	1256.6	83.5
" 1904	1592	1342.	84.3	1677	1616	1309.8	81.	1706	1525	1273.	83.4	1715	1445	1215.3	83.4
Increase	32	55.6	.....	28	33	12.5	.....	42	35	3.2	.....	63	40	51.3	.1
Decrease	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2.1	.....	.....	.....	.....

TABLE XX.—COUNTY ACADEMIES—*Continued.*

County.	Half Years.				Whole School Year.				
	Days open first half year. 31	Days open second half year. 32	Total days attendance first half year. 33	Total days attendance second half year. 34	Annual Enrolment. 35	Total days attendance, whole year. 36	Daily present on an average 37	Percentage of annual Enrolment (35) daily present. 38	Average of quarterly percentages (18), (22), (26) and (30). 39
Annapolis	98.	100.	3174.5	3028.5	43	6203.	31.3	72.8	82.4
Antigonish	98.	108.	15489.5	13877.5	232	29367.	142.5	61.4	82.9
Cape Breton	108.	108.	4082.5	4242.5	77	8325.	40.8	53.	59.2
Clare	85.	108.	3122.	3651.	41	6773.	35.1	85.6	91.6
Colchester	92.	107.	16243.	15541.5	230	31784.5	159.9	69.5	79.1
Cumberland	97.	101	6023.	6173.	74	12196.	61.6	83.2	87.5
Digby	97.	104.	2058.	2378.	34	4436.	22.1	65	76.4
Guysboro	92.	103.	1914.5	1770.	29	3684.5	18.9	65.2	77.1
Halifax	93.	105.	26033.	26571.	325	52604.	265.8	81.8	85.2
Hants	98.	106.	5058.5	4932.	73	9990.5	49.3	68.4	79.9
Inverness	93.	106.	1783.	2302.5	28	4085.5	20.5	73.2	80.4
Kings	98.	103.	6458.5	6514.	98	12972.5	64.7	66.0	75.0
Lunenburg	98.	105.	5849.	5865.	75	11714.	57.7	77.	86.3
Pictou	92.	102.	10779.	10982.	151	21761.	112.1	74.2	83.
Queens	98.	105.	4357.	4475.	61	8832.	43.5	71.3	80.2
Richmond	93.	104.	2662.5	2973.5	34	5636.	28.6	84.1	90.4
Shelburne	99.	103.	1598.5	1588.5	18	3187.	15.8	87.8	90.1
Victoria	69.	97.	1050.5	1534.5	21	2585.	15.6	74.3	79.6
Yarmouth	98.	104.	10591.	9613.5	134	20204.5	109.	74.6	83.6
Total, 1905	94.5	104.1	128327.5	128013.5	1778	256341.5	1285.8	73.1	81.6
" 1904	96.	104.3	127985.5	124945.	1715	251930.	1276.	72.	82.5
Increase	....	.....	342.	3068.5	63	4410.5	9.8	1.1	.....
Decrease	1.5	.2	.....	.....	.....	.....	.....	.....	.9

TABLE XX.—COUNTY ACADEMIES—*Continued.*

County.	No. on Register whose Attendance during the whole year was						Analysis of Annual Enrolment.						
	Less than 20 days. 45	20 to 49 days. 46	50 to 99 days 47	100 to 149 days 48	150 to 199 days. 49	200 days and over. 50	Over 5 and under 15. 52	15 years and over. 53	No. of Boys. 54	No. of Girls. 55	No. of Pupils enrolled *not* belonging to this School Section. 126	No. from beyond limits of Section, but within the County. *b*	No. from beyond the limits of the County. *c*
Annapolis	2	3	6	3	29	.....	14	29	14	29	24	24	.....
Antigonish	5	12	42	115	45	13	24	208	157	75	159	41	118
Cape Breton	10	14	11	14	27	1	18	59	35	42	10	7	3
Clare	.....	1	2	5	33	.....	6	35	27	14	35	19	16
Colchester	3	18	35	44	130	.....	80	150	90	140	103	74	29
Cumberland	.....	1	3	9	61	.....	33	41	26	48	10	9	1
Digby	.....	3	8	7	16	.....	8	26	10	24	9	7	2
Guysboro	1	.....	8	6	14	.....	8	21	9	20	9	9	.....
Halifax	7	8	27	24	259	.....	102	223	130	195	75	66	9
Hants	6	4	6	14	42	1	28	45	20	53	27	26	1
Inverness	1	4	1	1	21	.....	13	15	16	12	8	8	.....
Kings	6	10	10	15	56	1	35	63	46	52	75	75	.....
Lunenburg	2	4	5	11	44	9	21	54	20	55	20	19	1
Pictou	3	6	17	34	91	.....	43	108	79	72	76	48	28
Queens	2	4	3	19	33	.....	22	39	28	33	16	14	2
Richmond	1	2	.....	2	29	.....	11	23	17	17	3	3	.....
Shelburne	.....	1	.....	2	13	2	8	10	9	9	2	1	1
Victoria	.....	2	4	9	6	.....	6	15	14	7	6	4	2
Yarmouth	4	7	11	24	84	4	51	83	55	79	27	26	1
Total, 1905	53	104	199	358	1033	31	531	1247	802	976	694	480	214
" 1904	43	76	198	318	995	85	503	1212	779	936	667	466	201
Increase	10	28	1	40	38	.....	28	35	23	40	27	14	13
Decrease	.....	.....	.....	.....	.....	54	.....	.....	.....	.....	.....	.....	.....

TABLE XX.—COUNTY ACADEMIES—*Continued.*

County.	ANALYSIS OF HIGH SCHOOL STUDIES.																			
	English.					Latin.					Greek.				French.					
	Grade. IX.	Grade. X.	Grade. XI.	Grade. XII	Total.	Grade. IX.	Grade. X.	Grade. XI.	Grade. XII.	Total.	Grade. X.	Grade. XI.	Grade. XII	Total.	Grade. IX	Grade. X.	Grade XI.	Grade XII.	Total.
Annapolis	22	12	9	....	43	4	2	1	....	7	....	....	....	....	....	....	....	....	....
Antigonish	75	63	52	42	232	42	42	43	40	167	4	7	16	27	53	46	43	32	174
Cape Breton	32	30	11	4	77	32	25	10	4	71	....	....	....	....	2	10	3	....	15
Clare	9	15	12	5	41	1	10	5	5	21	....	....	....	....	9	15	12	5	41
Colchester	88	64	52	21	225	73	40	25	10	148	17	8	4	29	33	33	20	12	98
Cumberland	41	14	19	....	74	29	10	11	....	50	....	....	....	....	33	9	....	....	42
Digby	18	11	5	....	34	6	6	2	....	14	....	....	....	....	6	4	2	....	12
Guysboro	19	7	3	....	29	1	1	1	....	3	....	....	....	....	11	1	....	....	12
Halifax	116	113	65	....	294	65	58	39	....	162	11	7	....	18	52	70	23	....	145
Hants	40	24	9	....	73	14	7	....	....	21	2	....	....	2	24	11	3	....	38
Inverness	13	7	8	....	28	3	2	1	....	6	....	....	....	....	4	6	8	....	18
Kings	45	35	18	....	98	12	8	....	....	20	....	....	....	....	22	11	3	....	36
Lunenburg	29	23	23	....	75	....	8	4	....	12	....	....	....	....	20	12	8	....	40
Pictou	41	43	45	20	149	22	29	36	11	98	....	12	5	17	23	21	30	21	95
Queens	24	27	10	....	61	12	7	4	....	23	....	....	....	....	26	15	9	....	50
Richmond	15	12	7	....	34	6	4	1	....	11	....	....	....	....	....	....	....	....	....
Shelburne	10	7	1	....	18	4	5	1	....	10	....	....	....	....	....	....	....	....	....
Victoria	10	7	4	....	21	1	3	2	....	6	....	....	....	....	....	....	....	....	....
Yarmouth	56	37	28	13	134	35	18	9	6	68	....	....	4	4	52	27	21	6	106
Total, 1905	703	551	381	105	1740	362	285	195	76	918	34	34	29	97	370	291	185	76	922
" 1904	645	566	401	89	1701	359	282	188	73	902	34	29	26	89	311	265	182	64	822
Increase	58	....	....	16	39	3	3	7	3	16	....	5	3	8	59	26	3	12	100
Decrease	....	15	20	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....

TABLE XX.—COUNTY ACADEMIES—*Continued.*

Academies.	ANALYSIS OF HIGH SCHOOL STUDIES.																	
	German.				History.					Geography.				Algebra.				
	Grade. X.	Grade. XI.	Grade. XII	Total.	Grade. IX.	Grade. X	Grade. XI.	Grade. XII.	Total.	Grade. IX	Grade. X.	Grade. XI.	Total.	Grade. IX.	Grade. X	Grade. XI.	Grade XII	Total.
Annapolis	....	....	....	....	22	11	9	....	42	22	11	....	33	22	12	9	....	43
Antigonish	....	....	....	....	60	51	52	37	200	60	51	15	126	60	51	49	9	169
Cape Breton	....	4	3	7	32	30	11	4	77	32	30	11	73	32	30	11	4	77
Clare	....	....	....	....	9	15	12	5	41	9	15	12	36	9	15	12	....	36
Colchester	14	11	12	37	88	64	52	20	224	88	64	....	152	88	64	52	16	220
Cumberland	2	...	...	2	41	14	19	....	74	41	14	....	55	41	14	19	....	74
Digby	....	....	....	....	18	11	4	....	33	18	11	....	29	18	11	5	...	34
Guysboro	....	....	....	....	19	7	3	....	29	19	7	3	29	19	7	3	...	29
Halifax	24	5	....	29	116	112	64	....	292	116	112	64	292	116	110	65	....	291
Hants	4	....	....	4	40	24	9	....	73	40	24	9	73	40	24	9	....	73
Inverness	....	....	....	....	11	7	7	....	25	11	7	....	18	11	7	8	....	26
Kings	....	....	....	....	45	35	18	....	98	45	35	....	80	45	35	18	...	98
Lunenburg	....	8	4	12	29	23	23	....	75	29	23	....	52	29	23	21	....	73
Pictou	7	15	14	36	41	43	45	20	149	41	43	45	129	41	43	45	20	149
Queens	....	....	....	....	24	27	10	....	61	24	27	....	51	24	27	10	....	61
Richmond	....	....	....	....	14	12	7	....	33	14	12	7	33	15	12	7	....	34
Shelburne	....	....	....	....	10	7	1	....	18	10	7	1	18	10	7	1	....	18
Victoria	....	....	....	....	10	7	4	...	21	10	7	4	21	10	7	4	....	21
Yarmouth	8	3	....	11	52	37	22	6	117	52	37	22	111	56	37	25	13	131
Total, 1905	59	46	33	138	681	537	372	92	1682	681	537	193	1411	686	536	373	62	1657
" 1904	72	57	19	148	637	564	376	83	1660	637	561	240	1438	637	557	388	43	1625
Increase	....	....	14	....	44	...	....	9	22	44	...	....	27	49	....	....	19	32
Decrease	13	11	....	10	....	27	4	....	....	....	24	47	....	....	21	15	....	....

TABLE XX.—COUNTY ACADEMIES—*Continued.*

Academies.	Analysis of High School Studies.																			
	Geometry					Practical Mathematics.	Arithmetic.				Book-keeping.			Short-hand.	Drawing.			Botany.		
	Grade. IX.	Grade. X.	Grade. XI.	Grade. XII.	Total	Grade XI.	Grade. IX.	Grade. X.	Grade. XI.	Total.	Grade IX.	Grade. X.	Total.		Grade IX.	Grade. X.	Total.	Grade. IX.	Grade. XII.	Total.
Annapolis	21	11	9	....	41	9	22	12	....	34	22	11	33	.....	22	11	33	22	....	22
Antigonish	60	51	50	6	167	51	75	51	14	140	75	59	134	14	75	51	126	60	....	60
Cape Breton	32	30	11	4	77	11	32	30	11	73	32	30	62	...	32	30	62	32	4	36
Clare	9	15	12	....	36	12	9	15	....	24	9	15	24	.....	9	15	24	9	....	9
Colchester	88	64	52	15	219	52	88	64	....	152	88	64	152	.....	88	64	152	88	15	103
Cumberland	41	12	19	....	72	19	41	14	....	55	41	14	55	.....	41	14	55	41	....	41
Digby	17	10	3	....	30	3	18	11	....	29	18	11	29	.....	17	11	28	13	....	13
Guysboro	19	7	3	....	29	3	19	7	....	26	19	7	26	.....	19	7	26	19	....	19
Halifax	116	110	65	....	291	64	116	111	....	227	115	103	218	21	116	103	219	67	....	67
Hants	40	23	9	...	72	9	40	24	9	73	39	23	62	....	39	23	62	40	....	40
Inverness	11	7	7	....	25	8	13	7	....	20	13	7	20	.....	11	7	18	11	....	11
Kings	45	31	18	....	94	18	45	35	....	80	45	35	80	13	45	33	78	45	....	45
Lunenburg	29	23	21	....	73	21	29	23	....	52	29	23	52	...	29	23	52	29	....	29
Pictou	41	41	45	18	145	45	41	40	....	81	41	41	82	.....	41	43	84	41	15	56
Queens	24	27	10	....	61	10	24	27	....	51	25	27	52	.....	24	27	51	24	...	24
Richmond	14	12	7	....	33	7	15	12	....	27	14	12	26	.....	14	12	26	14	....	14
Shelburne	10	7	1	....	18	1	10	7	....	17	10	7	17	....	10	7	17	10	....	10
Victoria	10	7	4	....	21	4	10	7	....	17	10	7	17	....	10	7	17	10	...	10
Yarmouth	52	29	19	10	110	20	56	37	....	93	55	36	91	.....	53	35	88	44	8	52
Total, 1905	679	517	365	53	1614	367	703	534	34	1271	700	532	1232	48	695	523	1218	619	42	661
" 1904	623	535	377	48	1583	372	644	568	49	1261	622	547	1169	66	637	549	1186	602	34	636
Increase	56	...	....	5	31	.....	59	....	...	10	78	....	63	.....	58	....	32	17	8	25
Decrease	....	18	12	....	.....	5	...	34	15	.....	....	15	.....	18	....	26	.....	....	....	.....

TABLE XX.—COUNTY ACADEMIES—*Continued.*

ANALYSIS OF HIGH SCHOOL STUDIES.

Academies.	Physics				Chemistry.			Agriculture.	Physiology.	San. Sci'nce	Psychology.	Zoology.	Geology.	Trigonom'y	Navigation	Astronomy.	Wood or Metal Work.	Domestic Science.	Music (Vocal).	In Cadet Corps.
	Grade. IX	Grade. XI.	Grade. XII.	Total.	Grade. X	Grade XII.	Total.		Grade. XI.	Grade. XII.	Grade. XII	Grade XII	Grade. XII.	Grade. XII.	Grade. XII.	Grade. XII.				
Annapolis	21	9	...	30	12	...	12	11	9	...	...	...	...	...	...	...	43	...	...	...
Antigonish	60	51	34	145	46	6	52	14	52	1	20	5	5	9	5	5	104	72	111	...
Cape Breton	32	11	4	47	30	4	34	30	11	4	4	4	4	4	4	4	35	...	...	...
Clare	9	12	...	21	15	...	15	15	7	...	...	...	...	...	...	...	5	...	41	...
Colchester	88	52	15	155	64	18	82	152	52	34	18	16	15	15	10	10	42	46	...	...
Cumberland	...	19	...	19	14	...	14	14	19	...	...	...	...	...	...	...	...	...	...	...
Digby	18	5	...	23	10	...	10	8	3	...	...	...	...	...	...	...	...	...	...	10
Guysboro	19	3	...	22	7	...	7	...	3	...	...	...	...	...	...	...	...	...	...	...
Halifax	67	59	...	126	84	...	84	...	60	...	...	...	...	...	...	...	...	...	303	127
Hants	40	9	...	49	24	...	24	...	9	...	...	...	...	...	...	...	19	42	...	...
Inverness	11	7	...	18	7	...	7	6	7	...	...	...	...	...	...	...	...	...	28	...
Kings	45	18	...	63	35	...	35	...	18	...	...	...	...	...	...	...	35	53	...	...
Lunenburg	29	22	...	51	23	...	23	23	22	...	...	...	...	21	21	...	8	21	75	...
Pictou	41	45	19	105	43	19	62	41	45	18	18	15	17	19	15	15	...	2	...	...
Queens	26	10	...	36	27	...	27	...	10	...	...	...	...	...	...	...	...	...	...	...
Richmond	14	7	...	21	12	...	12	12	7	...	...	...	...	...	...	...	...	...	...	...
Shelburne	10	1	...	11	7	...	7	7	1	...	...	...	...	...	...	...	...	...	...	...
Victoria	10	4	...	14	7	...	7	7	4	...	...	...	...	...	...	...	...	...	...	...
Yarmouth	44	20	9	73	35	9	44	...	22	13	11	6	...	2	10	10	46	59	...	30
Total, 1905	584	364	81	1029	502	56	558	340	361	70	71	46	41	70	65	44	337	275	558	167
" 1904	577	369	74	1020	524	44	568	391	377	89	83	31	55	113	72	41	384	292	533	144
Increase	7	...	7	9	...	12	...	...	...	...	...	15	...	...	...	3	...	...	25	23
Decrease	...	5	...	...	22	...	10	51	16	19	12	...	14	43	7	...	47	17	...	...

TABLE XX.—COUNTY ACADEMIES—*Continued.*

Academies.	Taking Full High School Course.					Taking Partial High School Course.					Total of High School Grade.										No. holding Prov. Cer. or Teacher's License.				
	Grade IX.	Grade. X.	Grade. XI.	Grade. XII.	Total.	Grade. IX.	Grade. X	Grade. XI.	Grade. XII.	Total.	Grade. IX.		Grade. X.		Grade XI.		Grade. XII.		Total.		Grade. IX.	Grade. X	Grade. XI.	Grade. XII.	Total.
											M.	F.	M.	F.	M.	F.	M.	F.	M.	F.					
Annapolis	21	11	9	....	41	1	1	....	....	2	7	15	4	8	3	6	....	....	14	29	....	4	4	....	8
Antigonish	53	51	47	38	189	22	12	5	4	43	35	40	49	14	37	15	36	6	157	75	....	25	18	12	55
Cape Breton	32	30	11	4	77	..	....	....	....	....	19	13	12	18	4	7	....	4	35	42	....	3	3	3	9
Clare	9	15	12	5	41	....	....	....	....	....	1	8	11	4	10	2	5	....	27	14	....	5	3	....	8
Colchester	88	64	52	20	224	....	....	....	6	6	42	46	23	41	12	40	13	13	90	140	....	40	51	26	117
Cumberland	41	14	19	....	74	....	....	....	....	....	17	24	7	7	2	17	....	....	26	48	....	14	17	....	31
Digby	17	11	3	....	31	1	....	2	....	3	7	11	2	9	1	4	....	....	10	24	....	6	5	....	11
Guysboro	19	7	3	....	29	....	....	....	....	....	5	14	3	4	1	2	....	....	9	20	....	3	3	....	6
Halifax	116	115	71	....	202	1	11	11	....	23	48	69	50	75	32	51	....	....	130	195	....	117	71	....	188
Hants	40	24	9	....	73	....	....	....	....	....	12	28	5	19	3	6	....	....	20	53	....	16	7	....	23
Inverness	11	7	7	...	25	2	.	1	....	3	11	2	5	2	....	8	....	....	16	12	....	2	7	....	9
Kings	45	35	18	....	98	....	....	....	..	....	21	24	17	18	8	10	....	....	46	52	....	16	11	....	27
Lunenburg	29	23	21	....	73	....	....	2	....	2	8	21	2	21	10	13	....	....	20	55	....	22	19	....	41
Pictou	41	43	45	20	149	....	....	....	2	2	25	16	21	22	18	27	15	7	79	72	....	33	43	22	98
Queens	24	27	10	....	61	3	....	1	....	4	11	13	12	15	5	5	....	....	28	*33	....	9	11	....	20
Richmond	14	12	7	...	33	1	....	....	....	1	6	9	5	7	6	1	....	....	17	17	....	5	5	....	10
Shelburne	10	7	1	....	18	....	....	....	....	....	7	3	2	5	....	1	.	....	9	9	...	7	1	....	8
Victoria	10	7	4	...	21	....	....	..	....	....	5	5	6	1	3	1	..	....	14	7	....	5	4	....	9
Yarmouth	56	37	28	13	134	....	....	....	....	....	29	27	12	25	8	20	6	7	55	79	....	34	25	13	72
Total, 1905	676	540	377	100	1693	31	24	22	12	89	316	388	248	315	163	236	75	37	802	976	....	366	308	76	750
" 1904	636	557	389	91	1673	11	17	21	1	50	298	347	243	333	175	235	73	19	789	934	62	347	314	57	780
Increase	40	....	....	9	20	20	7	1	11	39	18	41	5	..	..	1	2	18	13	42	....	19	....	19	...
Decrease	....	17	12	....	....	....	....	....	....	....	....	....	....	18	12	...	....	....	....	....	62	....	6	....	30

* Did not include four pupils taking partial course.

TABLE XX.—COUNTY ACADEMIES—*Continued.*

Academies.	No. of Pupils for whom accommodation is provided in a special room at one time.								School libraries for reference and circulation (not merely books required for teacher's desk) in locked case or special room.						
	In Chemical Laboratory (if any).	Estimated value of Apparatus (Ch. Lab.)	In Physical Laboratory (if any).	Estimated value of Apparatus (Ph. Lab.)	In Wood or Metal Mec Lab (if any)	Estimated value of Apparatus.	In Domestic Science Lab. (if any)	Estimated value of Apparatus.	No. of cases or Libraries (if any).	No. of Vols at beginning of year.	Value of the same	No. of Vols. added during year.	Value of the same.	Value of Scientific and other collections in Museum (Special room if any).	No of Wall Maps Globes Charts and Cabinets of Models, Specimens, &c.
Annapolis	48	$ 100 00	48	$ 195 00	12	$ 250 00	.....	.....	2	133	$ 165 00	10	$ 5 00	$ 320 00	44
Antigonish	50	3000 00	60	8000 00	20	650 00	40	$ 175 00	5	6400	12000 00	100	150 00	750 00	50
Cape Breton	12	250 00	4	350 00	20	575 00	.....	.....	1	572	725 00	8	10 00	.....	16
Clare	15	100 00	.....	510 00	10	30 00	.....	.....	1	265	85 00	10	2 50	.....	.....
Colchester	36	200 00	36	250 00	M. T. Rooms	1400 00	D. Sc Rooms	1000 00	1	200	150 00	250	150 00	600 00	20
Cumberland	30	500 00	.....	.....	.....	.....	.....	.....	2	480	160 00	37	25 00	.....	50
Digby	.....	30 00	.....	30 00	.....	.....	.....	.....	2	110	35 00	...	.....	.....	21
Guysboro	8	55 00	.....	25 00	.....	20 00	.....	.....	1	216	80 00	48	30 00	.....	9
Halifax	48	1000 00	...	275 00	.....	.....	.....	.....	3	1200	850 00	20	16 40	100 00	45
Hants	18	130 00	18	25 00	18	400 00	21	200 00	1	513	450 00	55	19 10	.....	25
Inverness	12	60 00	.....	105 00	.....	.....	.....	.....	1	81	75 00	11	5 00	.....	6
Kings	20	50 00	.....	25 00	16	.....	18	.....	1	680	400 00	16	5 00	100 00	10
Lunenburg	20	100 00	.....	300 00	16	420 00	24	180 00	1	222	225 00	42	25 00	75 00	30
Pictou	36	330 00	20	750 00	20	200 00	20	150 00	1	1250	2100 00	.....	.....	1200 00	20
Queens	.....	.....	20	50 00	.....	.....	.....	.....	1	95	142 00	.....	.....	300 00	39
Richmond	4	50 00	.....	.....	.....	.....	.....	.....	1	14	10 00	38	12 00	.....	20
Shelburne	20	30 00	20	400 00	.....	.....	.....	.....	5	16	30 00	1004	4 70	70 00	35
Victoria	8	52 00	.....	78 00	.....	.....	.....	.....	1	3027	3000 00	11	7 00	15 00	21
Yarmouth	32	500 00	35	500 00	17	480 00	20	700 00	11	1709	1820 00	20	20 00	45 00	31
Total, 1905	417	$6537 00	261	$11868 00	149	$4425 00	143	$2405 00	42	17183	$22502 00	1680	$ 952 00	$3575 00	492
" 1904	399	6613 00	285	11467 00	150	3544 00	143	2705 00	34	13374	19257 00	982	1473 00	3490 00	491
Increase	18	.....	.....	$ 401 00	.....	$ 881 00	.....	.....	8	3809	$ 3245 00	698	.....	$85 00	1
Decrease	.....	$ 76 00	24	.....	1	.....	.....	$ 300 00	.....	.....	.....	.....	$ 521 00	.....	.....

TABLE XX.—COUNTY ACADEMIES—*Continued.*

Academies.	Average Age of Pupils in each Grade. (On first day of school year).				Grounds	Assembly Room.	Gymnasium or Play Room.					Total Value.
	IX. Grade.	X. Grade.	XI. Grade.	XII. Grade.	Dimensions of Grounds on which building is situated.	Dimensions of (if there is a special room).	Dimensions of room (if any).	Estimated value of apparatus.	No. of Rifles in Armoury (if any).	No. of school rooms (departments with teachers)	Estimated value of Scientific apparatus or specimens *not* in a separate room, but in cases, etc., within the school room itself.	Estimated value of all collections, apparatus, &c., &c., (not including furniture, as seats, desks, &c.), used for teaching purposes.
					Meters.	Meters.						
Annapolis	15.26	16.34	17.01	....	105.2 x 143.8	4.1 x 7.9 x 8 5	.....	.....	....	2	.....	$ 350 00
Antigonish	15.57	17.07	19.10	20.78	110. x 140.	3.7 x 12.5 x 21.	10. x 20. x 50.	.....	....	18	.....	25575 00
Cape Breton	14.85	17.02	17.10	18.42	80.2 x 106.7	5.4 x 14.0 x 21.3	.....	.....	....	2	.....	2000 00
Clare	14.58	15.83	16.67	19.25	200. x 300.	4. x 12. x 13.	4. x 12. x 24.	.....	....	4	.....	640 00
Colchester	13 69	15.92	16.86	18.51	.....	4.9 x 12. x 20.4	3. x 19. x 27.	.....	...	7	$600 00	1350 00
Cumberland	14.46	15.66	16.57	...	104.6 x 192.6	5. x 13.7 x 19.6	.....	.....	...	2	.....	675 00
Digby	15.62	16 36	17.75	....	35. x 62.4	3.1 x 7.2 x 17.9	3.1 x 7.2 x 17.9	$ 25 00	...	1	10 00	110 00
Guysboro	15.45	16 01	18.30	.....	40. x 50.	.....	.....	100 00	..	1	.....	180 00
Halifax	15.73	16.09	16.80	....	37.4 x 39 2	5.2 x 19.2 x 17.1	3.3 x 8.2 x 9.6	.....	120	8	100 00	2325 00
Hants	15.15	15 85	17.01	....	57. x 85.	5.7 x 12.6 x 24.	.....	.....	....	2	.....	250 00
Inverness	14.51	15.17	16.18	....	23 2 x 24.7	.....	.....	.....	....	1	.....	190 00
Kings	14.01	15.84	17.51	....	150. x 290.	.....	.....	.....	....	3	.....	175 00
Lunenburg	15 42	15.56	17.69	...	93.2 x 128.6	4.5 x 11.4 x 19.6	.....	.....	...	2	.....	750 00
Pictou	14.70	16.28	18.01	19.28	85. x 124.	4.8 x 9.7 x 21.	.....	.....	....	4	.....	4730 00
Queens	14.43	15.27	16.41	....	30.4 x 96.	.....	.....	.....	..	2	.....	500 00
Richmond	14.92	16.77	17.39	.....	20 1 x 77.7	.....	.....	.....	....	1	50 00	227 00
Shelburne	15.11	16.76	14.61	....	73.2 x 73.2	.....	.....	.....	..	1	.....	9 0 00
Victoria	15.66	16.07	17.07	....	75. x 90.	.....	.....	.....	..	1	.....	195 00
Yarmouth	14.66	15.77	16.77	19.01	75. x 96.	.....	7. x 11. x 12.	75 00	62	4	.....	4065 00
Total, 1905	14 94	16.09	17.09	19 21	.....	.....	.....	$ 200 00	182	66	$ 760 00	$45187 00
" 1904	14.87	15.47	17.23	19.28	.....	.....	.....	100 00	120	77	1440 00	43657 00
Increase	.07	.62	....	....	.....	.....	.....	$100 00	62	....	.....	$1530 00
Decrease	...	.....	.14	.07	.....	.....	.....	.....	....	11	$680 00	.....

TABLE XXI.—GOVERNMENT NIGHT SCHOOLS.

County.	Section.	Teacher.	Pupils Enrolled.	Average Attendance.	No. of Sessions.
Cape Breton	Caledonia Crossing	William McIsaac	64	29	41
"	Glace Bay (Bridgeport)	D. M. Matheson	72	36	35
"	Mainadieu	John McDougall	28	25	47
"	North Sydney	John D. McNeil	24	15	43
Cumberland	Herrett and Athol Road	H. G. Douglas	23	17	54
Pictou	Thorburn	Norman Robson	46	16	17
Richmond	Arichat	Daniel H. Campbell	25	19	49
"	Poulamond	Edward D Boudrot	38	27	47
"	St. Louis	J Scott Nelson	49	24	52
Victoria	North River	Malcolm McDonald	71	19	25
Total, 1905			440	227	410
" 1904			238	142	273
Increase			202	85	137
Decrease					

TABLE XXII.—MANUAL TRAINING SCHOOLS *(a) Mechanic and (b) Domestic Science.*

County.	Section.	Teacher.	Date of opening of School—Day and Month.	Date of last session of School—Day and Month	No. of half-days (2 hours sessions) school was in operation.	Total No. of Pupils.	Total No. of Males.	Total No. of Females.	Pupils who are not on the regular Public School Register of the Section during this school year. Total.	Males.	Females.	No. of full legal half-day (2 hours) Attendances made by all the pupils.	No of full legal Attendances (2 hours) made by each on an average.	No of weeks school was in operation.	Percentage of the total pupils who made the maximum legal attendance.
a. Mechanic Science.															
Annapolis	Annapolis Royal	Gerald A. Boate	Aug. 22	June 23	273	72	42	30	.....	.....	.....	2110	28.1	41.	68 5
"	Middleton	R. W. Bent	Aug. 23	June 30	179	92	91	1	1	.....	1	2040	22.2	36	61.7
Antigonish	Antigonish	Manson Lyons	Sept. 9	June 5	184	155	155	...	....	....	.....	2261	14.6	33.	44.2
Cape Breton	Glace Bay	N. L. Cooke	Aug. 30	June 23	339	184	151	33	.....	.....	.....	4263	23.0	41.	57.0
"	North Sydney	W. A. Robinson	Aug. 29	June 29	242	115	115	....	....	.....	....	2779	24 1	41.	58.9
"	Sydney	J. C. Dawson	Sept. 6	June 28	326	194	194	....	.....	.....	.....	4566	23 5	39.	60.3
"	Sydney Mines	W. A. Robinson	Aug. 24	June 30	159	69	69	....	.....	...	.....	1660	24.	41.	58 5
Colchester	Truro { N. School, Town.	F. G. Matthews	Sept. 12	June 28	300	69	18	51	69	18	51	1300	19.	28.	68.
		" & J. A. MacKay	Sept. 12	June 28	300	153	153	..	12	12	.....	3959	26.	39.	67.
Halifax	Dartmouth	H. W. Hewitt	Sept. 20	June 30	311	136	35	100	1	.....	1	3900	29 6	39.	76 3
"	Halifax	N. H. Gardner	Aug. 30	June 30	386	218	218	....	15	15	.....	5723	26 2	42	62.5
Hants	Windsor	C. I. McNacnab	Aug. 30	June 27	150	73	73	....	.....	...	.....	1998	13 9	38.	73.5
Kings	Kentville	"	Sept. 1	June 29	134	94	94	...	....	.....	.....	1843	10.2	35	55 8
"	Wolfville	Alex. Sutherland	Oct. 5	June 2	44	21	21	...	3	3	.....	343	16 3	22.	74.
Lunenburg	Bridgewater	V. W. Messinger	Sept. 8	June 30	173	77	77	....	.....	.....	....	2037	26.4	41.	64 3
"	Lunenburg	"	Sept. 6	June 29	234	95	95	....	1	1	....	2517	26.4	41.	64.3
Pictou	New Glasgow	D. A. Patterson	Aug. 30	June 23	229	111	111	..	.....	....	.....	2651	23.8	41.	58.2
"	Pictou	A. W. Faulkner	Sept. 12	June 28	187	83	83	...	..	.....	...	1901	22 9	36.	12 2
Yarmouth	Yarmouth	Melford Grant	Aug. 29	June 23	368	144	144	....	....	....	.....	4200	29 3	41.	71.4
Total in Mechanic Science, 1905					4518	2154	1939	215	102	49	53	52051	22.6	37.6	60 9
" " 1904					3672	2287	2036	251	84	64	20	51605	20.3	43.9	57.3
Increase					846	....	....	..	18	.....	33	446	2 3	....	3.6
Decrease					.....	133	97	36	.....	15	.....	.....	.....	6 3	.....

b. Domestic Science.

Annapolis	Middleton	Annie B. Juniper	Aug. 28	June 30	181	129	..	129	3	....	3	2467	19.1	37.	51.6
Colchester	Truro { N. School, Town	Elizabeth S. McCall	Oct. 10	June 19	122	126	....	126	126	....	126	3026	24.	32.	75.
		Winnifred Caldwell	Sept. 6	June 28	306	224	...	224		....		5007	22.	40.	55.
Halifax	Halifax	Helen N. Bell & Bessie B. Con-	Aug. 29	June 30	390	250		250	3	....	3	6671	26.7	41	65
Hants	Windsor	Helen J. Macdougall.. ..[nor	Aug 29	June 27	175	109		109	....	....	....	2448	23.1	40.	57.7
Kings	Kentville	" " ...	Sept. 1	June 30	143	82	12	70	....	....	....	1469	17 7	37.	47.9
"	Wolfville	Annie A. Bool	Oct. 4	May 27	84	45	....	45	2	....	2	1110	12.5	30.	83 4
Lunenburg	Bridgewater	Myrtle D. McCallum	Sept. 8	June 22	154	86	..	86	....	....	..	2017	23 4	40	58 5
"	Chester	Christine C. Shaw	Aug. 22	June 23	254	104	20	84	....	....	....	2283	23 5	42.	56.4
"	Lunenburg	Myrtle D. McCallum	Sept. 5	June 21	236	122		122	....	....	....	3137	25.7	40.	64 3
Pictou	New Glasgow	Emma H. Bigelow	Aug. 30	June 23	225	142	....	142	....	....	....	3093	21.7	40	54 4
"	Pictou	Bessie M. Smith	Sept. 12	June 28	211	86	..	86	....	....	....	1749	20.3	40	50.8
"	Stellarton	" " "	Sept. 8	June 30	126	86	...	86	5	....	5	1691	19.6	33.	59.5
Yarmouth	Yarmouth	Mary E. Sterritt	Aug. 29	June 23	330	165	..	165	8	....	8	5025	16.6	36.	90.6
Total in Domestic Science, 1905					2937	1756	32	1724	147	....	147	41193	21.1	37.7	62 1
" " 1904					2522	1628		1628	238	....	238	37835	21.2	34.6	59.2
Increase					415	128	32	96	..	....	....	3358	....	3.1	2.9
Decrease					....	....	..	...	91	....	91		.1	..	....
Total in Manual Training, 1905					7455	3910	1971	1939	249	49	200	93244	21.8	37 6	61.5
" " 1904					6194	3915	2036	1879	322	64	258	89440	20.7	39.2	58.2
Increase					1261	...	..	60	....	....	..	3804	1.1	.	3.3
Decrease						5	65	....	73	15	58		...	1.6	....

TABLE XXII.—MANUAL TRAINING SCHOOLS—(*a*) *Mechanic and* (*b*) *Domestic Science—Continued.*

County.	Section.	Teacher.	No. for whom benches or working accommodations are provided at one session.	Estimated value of the equipment of the School (benches, tools, apparatus, etc.)	Annual Expenditure for: Salaries of Teachers	Rent, fuel, and janitor's attendance.	Repairs to room or building.	Additions to the equipment.	Material used by pupils in their work.	Annual Receipts: From Provincial Grant.	From School Funds of the Section.	From Donations, etc.	Total Estimated Annual Expenditure for this department.
(*a*) *Mechanic Science.*													
Annapolis	Annapolis	Gerald A. Boate	12	$250 00	$950 00	$ 10 00	$ 2 00	$ 5 00	$ 85 00	$300 00	$500 00	.....	$800 00
"	Middleton	Reginald W. Bent	20	475 00	550 00	50 00	.....	.....	30 00	300 00	330 00	.....	630 00
Antigonish	Antigonish	Manson Lyons	20	600 00	500 00	10 00	.....	1 50	32 09	339 15	.....	.....	543 59
Cape Breton	Glace Bay	Norman L. Cooke	20	600 00	700 00	80 00	15 00	.....	50 00	600 00	245 00	.....	845 00
"	North Sydney	W. A. Robinson	16	450 00	400 00	.....	.....	5 00	50 00	416 85	38 15	.....	455 00
"	Sydney	J. C. Dawson	20	550 00	650 00	.....	.....	.....	216 00	600 00	266 00	.....	866 00
"	Sydney Mines	W. A. Robinson	16	500 00	280 00	.....	30 00	.....	50 00	249 00	111 00	.....	360 00
Colchester	Truro (N. Sch'l Town)	F. G. Matthews & J. A. MacKay	40	1200 00	1480 00	150 00	120 00	10 00	130 00	300 00	1540 00	.....	1890 00
Halifax	Dartmouth	H. W. Hewitt	20	550 00	700 00	170 00	20 00	50 00	55 00	600 00	400 00	.....	995 00
"	Halifax	N. H. Gardner	21	600 00	880 00	683 53	1 22	30 25	25 28	600 00	1020 28	.....	1620 28
Hants	Windsor	C. I. Macnab	16	.....	600 00	200 00	.....	.....	50 00	299 70	550 30	.....	850 00
Kings	Wolfville	Alex. Sutherland	19	.....	.....	.....	.....	.....	.....	51 45	.....	.....	425 00
"	Kentville	C. I. Macnab	16	450 00	300 00	40 00	935 00	.....	35 00	276 45	.....	.....	884 00
Lunenburg	Bridgewater	V. W. Messinger	15	400 00	246 00	54 00	.....	15 00	45 00	300 00	60 00	.....	360 00
"	Lunenburg	"	16	420 00	360 00	25 00	.....	15 00	50 00	300 00	150 00	.....	450 00
Pictou	New Glasgow	D. A. Patterson	20	500 00	600 00	100 00	10 00	.....	40 00	300 00	.....	.....	750 00
"	Pictou	A. W. Faulkner	20	425 00	500 00	60 00	.....	9 35	46 27	285 15	315 62	.....	600 77
Yarmouth	Yarmouth	Melford Grant	16	450 00	450 00	.....	.....	.....	80 00	300 00	.....	.....	530 00
Total in Mechanic Science, 1905			343	$8120 00	$9846 00	$949 00	$1132 00	$110 85	$1069 36	$6417 75	$5526 35	.....	$13854 64
" " 1904			344	9945 37	10245 00	856 85	750 00	402 30	931 38	6306 00	2931 00	.....	12911 38
Increase			.....	.....	.....	$92 15	$382 00	.....	$137 98	$111 75	$2595 35	.....	$943 26
Decrease			1	$1525 37	$399 00	.....	.....	$291 45	.....	.....	.....	.....	.....

(b) Domestic Science.													
Annapolis	Middleton	Annie B. Juniper	20	.....	.....	50 00	.....	238 96	80 00	300 00	.....	50 29	350 29
Colchester	Truro (N. Sch'l Town)	Elizabeth S. McCall. Win'fd Caldwell	30	.....	1190 00	.....	.....	20 00	256 00	300 00	.....	142 00	1376 00
Halifax	Halifax	H. N. Bell & Bessie B. Connor	20	450 00	928 00	683 50	12 00	7 00	.....	600 00	.....	95 53	1705 50
Hants	Windsor	Helen J. Macdougall.	18	25 00	200 00	150 00	.....	.....	60 00	300 00	.....	.....	410 00
Kings	Kentville	" "	13	200 00	200 00	110 00	*935 00	5 00	50 00	220 25	.....	.....	784 00
"	Wolfville	Annie A. Bool	20	215 00	300 00	75 00	50 00	5 00	30 00	166 50	.....	.....	400 00
Lunenburg	Bridgewater	Myrtle D. McCallum.	20	210 38	160 00	65 00	5 00	8 94	65 04	300 00	12 18	.....	312 98
"	Chester	Christine C. Shaw.	20	145 00	300 00	40 00	.....	10 00	60 00	300 00	30 00	80 00	410 00
"	Lunenburg	Myrtle D. McCallum.	24	180 00	240 00	50 00	.....	10 00	40 00	300 00	40 00	.....	340 00
Pictou	New Glasgow.	Emma H. Bigelow	20	200 00	375 00	50 00	10 00	8 00	67 00	300 00	210 00	.....	510 00
"	Pictou	Bessie M. Smith	20	359 22	300 00	60 00	10 00	49 00	60 00	262 35	197 22	.....	459 57
"	Stellarton	"	20	241 24	200 00	50 00	.....	45 00	37 00	253 65	70 00	.....	265 35
Yarmouth	Yarmouth	Mary E. Sterritt	20	700 00	450 00	75 00	30 00	5 00	92 37	300 00	277 40	74 97	652 37
Total in Domestic Science, 1905			270	$3125 84	$4753 00	$1458 50	$1052 00	$411 90	$ 897 41	$3902 75	$836 80	$442 79	$8076 06
" " 1904			270	2031 44	4077 00	517 00	18 24	200 74	1048 12	3659 85	796 38	352 20	5913 76
Increase			.....	$1094 40	$676 00	$941 50	$1033 76	$211 16	.....	$242 90	$40 42	$90 59	$2162 30
Decrease			.....	.....	.....	.....	.....	.....	$150 71	.....	.....	.....	.....
Total in Manual Training, 1905			613	$11545 84	$14599 00	$2407 50	$2184 00	$522 75	$1966 77	$10320 50	$3767 80	$442 79	$20987 14
" " 1904			614	11976 81	14322 00	1373 85	768 24	603 04	1979 50	9965 85	3727 38	352 20	18825 14
Increase			.....	.....	$277 00	$1033 65	$1415 76	.....	.....	$354 65	$40 42	$90 59	$2162 00
Decrease			1	$430 97	.....	.....	.....	$80 29	$12 73	.....	.....	.....	.....

* New Building.

TABLE XXIII.—RURAL SCHOOL LIBRARIES.

Nova Scotia, Year ended 31st July, 1905.

County.	Section.	Teacher.	Govt. Grant.	Summary of Financial Statistics. Total expenditure on Library since year 1900 (from last Annual Return).	Expended this school year on Library case and accessories.	Expended this year on books.	Total expenditure to end of this school year.	Estimated present value of Library case and accessories	Estimated present value of books.	Estimated present value of total Library equipment.
Annapolis	Bridgetown	H. L. Burtin	$ 5 00	.....	.....	.....	.....	.....	$ 50 00	$ 50 00
Colchester	Bass River	Walter Putnam	5 00	$ 90 00	.....	$ 20 10	$110 10	$ 5 00	70 00	75 00
"	Folly Village	Lillian Lockhart	5 00	.....	.....	5 85	5 85	4 00	31 00	35 00
"	Old Barns	Maude A M Brennan	10 00	33 95	$ 1 50	28 50	63 95	3 50	60 45	63 95
Cumberland	Advocate	Mamie K. Smith	5 00	47 34	.....	.....	47 34	5 50	42 60	48 10
"	Apple River	Alberta Patton	5 00	22 00	.....	3 00	25 00	3 00	25 00	28 00
"	Oxford	G. G Sedgewick	5 00	31 00	.....	20 00	51 00	5 00	105 00	110 00
Digby	Weymouth Bridge	W E. Banks	5 00	16 50	.....	6 84	23 34	2 75	32 25	35 00
Halifax	Dutch Settlement	Annie R. Moser	5 00	32 55	.....	.....	32 55	5 80	26 75	32 55
"	S E Passage	Ethel M. Conrad	10 00	15 36	90	11 99	28 25	4 00	62 60	66 60
Hants	Three Mile Plains	M. B Caldwell	5 00	.....	.....	17 75	17 75	3 40	47 79	51 19
Kings	Canaan	Mildred E. King	5 00	50 68	.....	.....	50 68	9 25	41 43	50 68
"	Church Street	Ella M. Best	5 00	.....	5 00	27 00	32 00	5 00	25 00	30 00
"	Waterville	F. L. Comstock	5 00	23 53	3 00	12 00	38 53	3 00	35 53	38 53
"	Weston	Minerva Gammon	5 00	20 00	.....	14 60	34 60	50	34 60	35 10
Pictou	Durham	Alice A McRae	5 00	25 00	4 50	8 00	37 50	4 50	33 00	37 50
"	West River	D. S MacIntosh	5 00	33 17	25	.....	33 42	2 25	31 17	33 42
Shelburne	Lr. Wood's Harbor	N. R. Craig	10 00	107 20	7 00	11 00	125 00	21 00	99 00	120 00
"	Osborne	Henry A. Downie	5 00	33 50	.....	2 34	35 84	3 00	30 00	33 00
Yarmouth	Argyle Harbor	Mary A. Rawlings	5 00	.....	.....	25 00	34 00	5 00	29 00	34 00
"	Kemptville	Agnes Moses	5 00	17 50	.....	20 00	37 50	2 50	35 00	37 50
"	Lr. Argyle	Carrie Shand	5 00	.....	5 50	27 57	33 07	5 50	27 57	33 07
Total, 1905	.....	.....	$125 00	$599 28	$ 27 65	$261 54	$897 27	$103 45	$974 74	$1078 19
" 1904	.....	.....	95 00	337 05	34 79	319 09	690 93	140 65	712 08	852 73
							$206 34	.....	$262 66	$ 225 46

TABLE XXIII.—RURAL SCHOOL LIBRARIES—*Continued.*

County.	Section.	No. Books at beginning of school year.	No. Books added during school year.	No. Books lost or withdrawn during school year.	No. Books at end of school year in each Class.* Class A	Class B.	Class C.	Class D.	Class E.	Class F.	Class G.	Class H.	Class J.	Class K.	Class L.	Class M.	Total.
Annapolis	Bridgetown	132	54		44	3	16	15	14	6	6	65	7				186
Colchester	Bass River	52	19		20	1	1	7	35	3	2	1	1				71
"	Folly Village	42	20		8	1	4	3	36	3	1	6					62
"	Old Barns	57	27	1	24	3	1	6	6	3		29	2			9	83
Cumberland	Advocate	77				6		10	53	5		2	1				77
"	Apple River	57	3		2			3	39	3	3	9	1				60
"	Oxford	78	53	1	38	8	14	10	23	8		6	15		2	6	130
Digby	Weymouth Bridge.	127	50	2	6	13	7	7	105	6		16	15				175
Halifax	Dutch Settlement.	63			1	8	1	2	28			21	2				63
"	S. E. Passage	102	40		4	7	2	5	113		1	12	1				145
Hants	Three Mile Plains.	62	21		11	6	3	3	43	1		15	1				83
Kings	Canaan	114			4				92		1	16	1				114
"	Church Street	37			6	3	2	4	13	2		7					37
"	Waterville	23	40		6	3		2	32	1	16	3					63
"	Weston	36	28		8	9	2	6	30	1		6	2				64
Pictou	Durham	46	1		7	1	8	1	22	2	2	3	1				47
"	West River	63			12	3	2	6	30	1		7	2				63
Shelburne	Lr. Wood's Harbor.	93	3		12	3	3	13	41	8	2	4	2		6	2	96
"	Osborne	68	10		10	4	4	10	22	8		16	4				78
Yarmouth	Argyle Harbor	20	42		12	4		3	30	1		2	9	1			62
"	Kemptville	42	61	1	5	2	2	2	62	6		21	2				102
"	Lr. Argyle	14	39		8	2	1	1	13	4		7	17				53
Total, 1905		1405	511	5	248	90	73	129	882	72	34	274	86	1	8	17	1914
" 1904		581	740	8	160	64	53	141	480	96	17	184	41	3	13		1252
Increase		824			88	26	20		402		17	90	45			17	662
Decrease			229	3				12		24				2	5		

**From Regulation 173 (8):*
The books shall be classified into the following twelve classes:
Class A.—*Scientific* (including all books ranging from elementary nature study to the applications of science to the arts and industries, such as Agriculture, Forestry, etc.)
B.—*Travel and Description.*
C.—*Biography.*
D.—*History.*
E.—*Fiction.*
F.—*Poetry.*
G.—*Fine Arts* (Music, Drawing, Painting, etc.)
Class H.—*Miscellaneous* (Literature which cannot come under the foregoing or following classes, such as Mythology, Children's Stories, &c.)
J.—*Books of Reference* (Dictionaries, Cyclopedias, Gazetteers, Atlases, Year Books School Law and JOURNALS, certain Reports on Education, Geology, Agriculture, Trade and Navigation, etc.)
K.—*Blue Books* (all government, and municipal reports, publications, etc., not in J.)
L.—*Periodicals*
M.—*Readers* (and duplicates) *for Supplementary Reading in School.*

TABLE XXIII.—RURAL SCHOOL LIBRARIES.—*Continued.*

County.	Section.	Circulation (No. of issues) during school year in each Class.*													No. of issues to others than pupils in this total.	No. of borrowers (readers)		
		Class A.	Class B.	Class C.	Class D.	Class E.	Class F.	Class G.	Class H.	Class J.	Class K.	Class L.	Class M.	Total.		Children.	Adults.	Total.
Annapolis	Bridgetown	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	283	.....	45	.....	45
Colchester	Bass River	53	2	3	8	244	10	2	5	2	.....	.....	.....	329	20	54	2	56
"	Folly Village	6	2	4	8	133	2	1	12	.....	.....	.....	.....	168	26	30	10	40
"	Old Barns	84	27	3	15	17	11	.....	160	.....	.....	.....	84	401	64	33	14	47
Cumberland	Advocate	.....	23	.....	25	198	5	.....	.....	.....	.....	.....	.....	251	40	54	10	64
"	Apple River	2	.....	.....	3	125	4	.....	33	.....	.....	.....	.....	167	27	37	12	49
"	Oxford	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	194	82	39	7	46
Digby	Weymouth Bridge	34	74	15	24	272	14	.....	127	.....	.....	.....	.....	560	120	35	15	50
Halifax	Dutch Settlement	3	14	2	1	142	.....	.....	107	.....	.....	.....	.....	269	96	29	14	43
"	S. E. Passage	22	13	9	22	298	.....	1	56	.....	.....	.....	.....	421	11	88	6	94
Hants	Three Mile Plains	34	16	8	13	200	6	.....	75	.....	.....	.....	.....	354	.....	50	35	85
Kings	Canaan	10	.....	.....	.....	169	1	30	2	.....	.....	.....	.....	212	110	18	23	41
"	Church Street	14	16	2	.....	79	2	.....	38	.....	.....	.....	.....	151	27	33	13	46
"	Waterville	50	16	.....	5	138	.....	.....	52	.....	.....	.....	.....	261	6	59	8	67
"	Weston	46	32	9	10	239	1	.....	35	13	.....	.....	.....	385	107	50	25	75
Pictou	Durham	16	7	8	1	103	2	6	11	.....	.....	.....	.....	154	51	17	8	25
"	West River	27	3	.....	20	97	1	.....	30	.....	.....	.....	.....	178	22	18	6	24
Shelburne	Lr. Wood's Harbor	46	.....	16	31	150	50	5	8	.....	.....	100	3	409	70	39	20	59
"	Osborne	57	43	27	59	130	13	.....	53	.....	.....	.....	.....	382	.....	39	.....	39
Yarmouth	Argyle Harbor	54	42	.....	12	228	4	28	.....	.....	.....	.....	.....	368	17	251	17	268
"	Kemptville	4	.....	1	.....	197	2	.....	47	.....	.....	.....	.....	251	116	145	116	261
"	Lr. Argyle	70	13	4	6	119	25	.....	69	.....	.....	.....	.....	306	59	24	11	35
Total, 1905		632	343	111	263	3278	153	73	920	15	.....	100	87	6452	1071	1187	372	1559
" 1904		339	165	113	484	2336	138	86	611	9	6	131	10	4428	884	1347	443	1790
Increase		293	178	.....	.....	942	15	.....	309	6	.....	.....	77	2024	187	.....	.....	.....
Decrease		.....	.....	2	221	.....	.....	13	.....	.....	6	31	.....	.....	.....	160	71	231

* *From Regulation 175 (8):*
The books shall be divided into the following twelve classes:
Class A.—*Scientific* (including all books ranging from elementary nature study to the application of science to the arts and industries, such as Agriculture, Forestry, etc.)
B.—*Travel and Description.*
C.—*Biography.*
D.—*History.*
E.—*Fiction.*
F.—*Poetry.*
G.—*Fine Arts* (Music, Drawing, Painting, etc.)
Class H.—*Miscellaneous* (Literature which cannot come under the foregoing or following classes, such as Mythology, Children's Stories, &c).
J.—*Books of Reference* (Dictionaries, Cyclopedias, Gazetteers, Atlases, Year Books, School Law, Journals and Reports on Education, etc.)
K.—*Blue Books* (all government and municipal reports, publications, etc., not in J.)
L.—*Periodicals.*
M.—*Readers for Supplementary Reading in School.*

STATISTICAL INFORMATION FROM INSTITUTIONS NOT RECEIVING GOVERNMENT GRANTS.

TABLE XXIV.—(A) Educational Institutions having Degree-Conferring Powers.

Statistics for the School Year ended Summer of 1905.

Name of Institution.	Place.	Name of President.	Staff.		Students in Arts.											Science.					Medicine.			Law.			Theology.					Degrees Conferred in 1905.																
					Undergraduates.							Genr'l																																				
			Professors.	Lecturers.	1st Year.	2nd Year.	3rd Year.	4th Year.	Males.	Females.	Total.	Males.	Females.	Total.	Total in Arts.	Undergrad'ts.	General.	Males.	Females.	Total.	Males.	Females.	Total.	Regular.	Partial.	Total.	Regular.	Partial.	Total.	Grand Total students.	Institution Founded.	Total Graduates to date.	B. A.	B. L.	M. A.	B. Sc.	M. Sc.	B. E.	LL. B.	LL. D.	B. C. L.	D. C. L.	D. Sc.	M. D., C. M.	B. D.	D. D.	Litt. D.	Total.
King's College.....	Windsor ...	Ian C. Hannah, D. C. L.....	7	3	10	2	7	..	13	6	19	4	1	5	24	12	..	12	..	12	..	..	..	a 14	1	15	1	..	1	h 37	1789	863	6	..	6	..	1	2	..	..	3	5	..	..	..	4	..	27
Presbyterian College.....	Halifax.	Rev. R. A. Falconer, D. D....	4	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	31	..	31	31	1820	385	..	..		..	..	..	..	..	..	..	..	..	..	..	..	..
Acadia College.....	Wolfville..	Rev. Thos. Trotter, D. D.	12	3	30	24	17	33	70	34	104	16	13	29	133	24	..	24	..	24	..	..	..	..	..	..	..	..	..	157	1838	738	32	..	7	..	..	..	..	..	..	1	..	..	..	4	..	44
Dalhousie College.....	Halifax.	Rev. John Forrest, LL.D....	14	24	36	31	37	43	114	33	147	14	30	b 44	191	55	4	58	1	59	42	c 4	46	31	d 28	59	..	..	..	e 331	1818	1318	41	..	6	4		1	13	..	..	..	..	12	..	..	..	77
St. Francis Xavier's Col.	Antigonish	Rev. A. Thompson, D. D.....	11	2	48	46	25	19	102	36	138	..	..	..	138	3	f 4	7	..	7	..	..	.	..	f 10	10	..	..	.	141	g 1853	139	18	..	2	..	..	..	..	21	..	..	..	..	..	..	..	41
College Ste. Anne...	Church Point.	Rev. P. M. Dagnaud	14	3	15	8	12	4	39	...	39	..	..	..	39	..	..	..	..	..		..	..	..	..	..	..	..	..	39	1890	17	1	..		..	..	..	..	..	..	..	..	..	..	..	1
		Total, 1905	62	36	139	111	98	99	338	109	447	34	44	78	525	94	8	101	1	102	42	4	46	45	39	84	32	..	32	736	....	3460	98	..	21	4	1	3	13	21	3	6	..	12	..	8	..	120
		" 1904	59	29	129	122	116	81	344	104	448	40	42	82	530	41	4	44	1	45	47	6	53	..	6	54	24	1	25	687	....	3295	75	..	17	4	1	..	21	..	..	1	..	17	2	6	..	44
		Increase	3	7	10	...	..	18	..	5	.	..	2	..	..	53	4	57	..	57	..	..	..	45	33	30	8	..	7	49	....	165	23	.	4	..	..	3	..	21	3	5	..	..	.	2	..	46
		Decrease		...	...	11	18	..	6	...	1	6	..	4	5	.	...	...	..	...	15	2	17	..	..	..	.	1	..	...	...	...	..	..	..	..	..	..	8	..	..	..	..	5	2	..	..	...

(a) The Law School is in St. John, New Brunswick.
(b) 11 men and 2 women were graduates attending classes or receiving degrees.
(c) One woman also enrolled in Arts. (d) 23 General Students also enrolled in Arts.
(e) Exclusive of over 30 enrolled in Extension Mining School at Glace Bay, and of those enrolled in two faculties.
(f) Included among students in Arts
(g) Arichat College was founded in 1853. St. Francis Xavier's College, which is generally regarded as the continuation of Arichat College, was opened at Antigonish in 1855.
(h) In addition there were about 250 students in Sydney and Glace Bay taking evening classes during the winter.

TABLE XXIV.—*Continued.* (B)—EDUCATIONAL INSTITUTIONS NOT HAVING DEGREE-CONFERRING POWERS.

Statistics for School Year ended Summer of 1905.

County.	Name of Institution.	Place.	Name of Principal	No. of Teachers.	No. of Pupils corresponding in General Attainments to each of the Public School Grades of Nova Scotia as given below.																	
					Kindergarten.	Grade I.	Grade II.	Grade III.	Grade IV.	Grade V.	Grade VI.	Grade VII.	Grade VIII.	Grade IX.	Grade X.	Grade XI.	Grade XII.	Males.	Females.	Total.	Average Daily Attendance.
Annapolis	St. Andrew's School	Annapolis	H. M. Bradford, M. A	4			3				3		2	4	8	3	2	25		25	
Halifax	Maritime Business College	Halifax	Kaulbach & Schurman	12														171	129	300	
"	Halifax Ladies' College	"	M. B. Windsor	10			15		9	9		12	22	22	20	12			121	121	110
"	Halifax Conserv'ty of Music	"	Rev. Robt. Laing	22														34	397	431	
"	Harrow House School	"	G. M. Acklom, M. A	3														41		41	39
	Academy Sacred Heart	"	Madame Reid	17			8	7	6	10		9	10	14	13	12	2		91	91	91
"	Mt. St. Vincent Academy	Rockingham	Mother M. Berchman	10			2	3	4	8	16	19	8	20	16	8			104	104	103
Hants	Collegiate School	Windsor	F. T. Handsombody	5														57		57	57
"	Church School for Girls	"	Gena Smith	11				2	5	13	20			21		13			74	74	74
Kings	Horton Collegiate Academy	Wolfville	E. W. Sawyer	9										15	48	40		86	17	103	
"	Acadia Seminary	"	Rev. H. T. DeWolfe	19															175	175	
"	Acacia Villa School	Hortonville	A. McN Patterson, M. A.	5					6				10	8	11	10		40	5	45	45
Pictou	Stella Maris Convent	Pictou	Sr. St. Pamphilus	3		14	10	16	8	11	9	6	8	10	4	6			102	102	40
"	St. John Baptist Academy	New Glasgow	Sr. St. Antonine	3		23	58	28	11	12	17	11		4	2	1		76	83	159	130
"	Our Lady of Lourdes	Lourdes	Sr. M. Constance	3		46	16	9	13	11	7	5	2					52	57	109	100
			Total, 1905	136		83	104	65	62	74	72	62	62	118	122	105	4	582	1355	1937	789
			" 1904	129		75	53	60	78	56	77	59	92	122	131	108	15	456	1280	1736	898
			Increase	7		8	51	5		18		3						126	75	201	
			Decrease						16		5		30	4	9	3	11				109

TABLE XXV.

Conspectus of M. P. Q. Examination Results by Stations.

Station.	1904.					1905.				
	Total.	Rank of Candidates.			Failed.	Total.	Rank of Candidates.			Failed.
		First.	Second.	Third.			First.	Second.	Third.	
Amherst	7	2	5	....	....	17	11	6	...	....
Annapolis	11	3	6	2	....	8	6	2	....	....
Antigonish	21	4	12	5	....	25	11	10	3	1
Arichat	5	1	2	2	....	8	1	5	2	....
Baddeck	17	....	14	2	1	22	6	11	3	2
Barrington	14	....	11	3	....	18	7	9	2	...
Bear River	2	....	2	....	....	5	5	....	....	....
Berwick	13	....	10	3	....	12	8	4	...	....
Bridgetown	7	....	7	....	....	12	6	5	1	....
Bridgewater	11	4	7	....	....	14	2	10	2	....
Canso	4	....	2	2	...	4	3	1	....	....
Chester	5	....	3	2	....	4	3	1	....	....
Church Point	6	1	3	2	....	3	....	3	....	....
Digby	8	....	6	2	....	10	4	4	2	....
Glace Bay	3	....	2	....	1	....	....	....	....	....
Great Village	12	....	10	1	1	15	9	6	....	....
Guysboro	7	....	5	2	....	8	2	6	....	....
Halifax	52	25	22	5	....	41	26	14	....	1
Kentville	6	1	2	3	....	8	3	4	1	....
Liverpool	10	4	5	1	....	17	4	13	....	....
Lockeport	8	1	6	1	....	6	4	2	....	....
Lunenburg	19	1	16	2	...	25	7	17	1	....
Mabou	10	1	8	1	....	5	....	4	1	....
Maitland	4	....	3	1	....	6	4	2	....	....
Margaree Harbor	11	...	7	3	1	9	..	4	4	1
Middle Musquodoboit	15	1	14	....	....	13	4	7	2	.
Middleton	9	....	6	3	....	13	8	5	....	....
New Glasgow	21	2	15	4	....	13	4	7	1	1
North Sydney	12	4	6	2	....	11	4	7	....	....
Oxford	19	3	14	1	1	15	4	11	....	....
Parrsboro	9	1	7	1	....	6	1	4	1	....
Pictou	22	6	11	5	...	33	24	9	....	....
Port Hawkesbury	8	....	4	1	3	18	1	12	5	....
Port Hood	9	....	5	4	...	8	3	4	1	....
River John	12	....	7	5	....	7	6	1	....	....
Sheet Harbor	14	4	6	4	....	11	3	7	1	....
Shelburne	7	....	6	1	....	7	3	4	....	....
Sherbrooke	6	3	2	1	....	5	....	2	3	...
Springhill	1	1	....	....	...	9	4	5	....	....
Stellarton	3	1	2	....	....	1	1	....	....	....
St Peter's	19	....	13	6	....	7	....	6	1	....
Sydney	17	6	9	2	....	10	6	4	....	....
Tatamagouche	9	2	5	2	....	12	2	9	....	1
Truro	21	5	16	....	....	14	7	6	1	....
Upper Stewiacke	3	....	2	1	....	4	....	4	....	....
Westport	1	....	1	....	....	....	....	....	....	....
Westville	2	....	1	1	....	7	5	2	....	....
Windsor	20	3	13	4	....	18	9	8	1	....
Wolfville	7	2	4	1	....	12	10	2	....	....
Yarmouth	18	3	14	1	....	13	4	8	1	....
Total	557	95	359	95	8	569	245	277	40	7

TABLE XXVI.—PROVINCIAL HIGH SCHOOL EXAMINATIONS, JULY, 1905.

Station.	Male Candidates.	Female Candidates.	Total Candidates.	Male XII.					Female XII.					Male XII (Partial Course).			Female XII (Partial Course).			Male XI.					Female XI.					Male X.			
				Candidates for Grade XII.	Received Grade XII.	Received Grade XI.	Received Grade X.	Failed.	Candidates for Grade XII.	Received Grade XII	Received Grade XI.	Received Grade X.	Failed.	Candidates for Grade XII.	Passed.	Failed.	Candidates for Grade XII.	Passed.	Failed.	Candidates for Grade XI.	Received Grade XI.	Received Grade X.	Received Grade IX.	Failed.	Candidates for Grade XI.	Received Grade XI.	Received Grade X.	Received Grade IX.	Failed.	Candidates for Grade X.	Received Grade X.	Received Grade IX.	Failed.
Amherst	39	65	104											4		4				3	3				15	14		1		10	7		3
Annapolis	17	38	55																	4	3		1		9	7	1		1	4		4	
Antigonish	29	73	102	2	1	1											2	1	1	4	4				7	7				5	1	1	3
Arichat	11	13	24																	2	2				2	2				4	3	1	
Baddeck	26	35	61																	7	6	1			1	1				10	5	3	2
Barrington	7	41	48																						11	7	2	2		2	2		
Bear River	18	34	52											1		1				6	4	2			8	7	1	1		2	1		1
Berwick	24	53	77																	6	5			1	16	15	1			7	5	2	
Bridgetown	24	58	82																	5	2	2	1		13	14	2	1	1	7	2	4	1
Bridgewater	17	65	82																	3	2	1			7	1		2	4	5		1	4
Canso	11	23	34											1		1				2	1	1			6	6				2	2		
Chester	12	27	39																	2	2				6	4	2			5	3	2	
Church Point	13	19	32																	6	4	1	1		3	2	1			1	1		
Digby	12	52	64																	2	2				4	3	1			1		1	
Glace Bay	18	37	55																	5	4	1								2		2	
Great Village	17	77	94																	3	2	1			19	17	1	1		5		3	2
Guysboro	7	21	28																	1	1				2	1		1		2		1	1
Halifax	133	277	410											5	2	3	3	2	1	25	20	4	1		43	37	6			35	27	4	4
Kentville	32	73	105											3	1	2	2		2	5	3	1		1	14	10	3	1		8	1	5	2
Liverpool	30	74	104											1	1		2	1	1	6	4	1		1	11	4	6	1		10	4	3	3
Lockeport	11	33	44																	1	1				6	4	2						
Lunenburg	25	89	114											1		1				11	8	2	1		16	13	2		1	4	3		1
Mabou	18	23	41																	1		1			2	2				2	2		
Maitland	14	49	63																	3	2	1			13	12	1			2		2	
Margaree Harbor	13	29	42																	3	3				1	1				4	2	1	1

Middle Musquodoboit	14	65	79																			1	1					9	8	1				3	1	2	
Middleton	23	67	95																			5	4	1				15	13	2				5	1	3	1
New Glasgow	41	102	143																			12	10	1			1	22	18	3			1	11	5	4	2
North Sydney	34	68	102																			7	5	2				7	6	1				12	8		3
Oxford	20	61	81																			2	1				1	8	8					7	4	2	1
Parrsboro	19	67	86																			2	1	1				5	3	1	1			6	3		3
Pictou	73	101	174	9	7	1		1	4	3	1			6	5	1	4		4	17	12	3			2	26	17	4	2	3		21	8	10	3
Port Hawkesbury	20	27	47																	1	1					2	2						7	2	3	2
Port Hood	12	18	30																							7	2	3	1	1		4	2	1	1
River John	6	34	40																	1	1					3	2	1				2			2
Sheet Harbor	7	39	46																							5	5					1		1	
Shelburne	8	28	36																							1	1					1	1		
Sherbrooke	7	20	27																							1	1					1	1		
Springhill	12	46	58																	1	1					13	9	2	1	1		3		2	1
Stellarton	5	20	25																							4	4					2		1	1
St. Peter's	26	29	55																	5	5					1	1					9	3	4	2
Sydney	24	64	88						2		1	1		3	2	1	6	2	4	3	1	2				12	10	2				7	2	3	2
Tatamagouche	12	48	60																							5	3	1	1			5	1	3	1
Truro	61	145	206	2		2			7	3	3		1	4		4	6	4	2	11	10		1			26	22	2	1	1		18	13	4	1
Upper Stewiacke	10	12	22																	1	1					1	1					4	1	2	1
Westport	11	15	26																	4	4					1	1					4	2	1	1
Westville	8	21	29																							5	4	1				1			1
Windsor	30	86	116																	7	6	1				13	12	1				7	6	1	
Wolfville	20	64	84																	5	4	1				11	11					6	5		1
Yarmouth	51	102	153											6	3	3	3	3		8	6	1	1			14	10	4				12	8	2	2
Total, 1905	1137	2727	3864	13	8	4		1	13	6	5	1	1	35	14	21	28	13	15	219	162	33	7	7		457	364	61	18	14		298	149	89	60
" 1904	1026	2411	3437	17	8	5	4	3	10	4	6			28	3	25	31	10	21	193	122	40	11	20		498	283	95	31	86		328	164	101	63
Increase	111	316	427						3	2		1	1	7	11			3		16	40						81								
Decrease				4		1	4	2			1					4	3		6			7	4	13		41		34	13	75		30	15	12	3

TABLE XXVI.—PROVINCIAL HIGH SCHOOL EXAMINATIONS, JULY, 1905.—*Continued.*

STATION.	Female X.				Male IX.			Female IX.			Total Supplementaries, etc.	Total received Grade XII.	Total failed Grade XII.	Total received Grade XII "Partial."	Total failed Grade XII "Partial."	Received Grade XI on Grade XII examination.	Received Grade XI on Grade XI examination.	Total received Grade XI.	Total failed Grade XI.	Received Grade X on Grade XII examination.	Received Grade X on Grade XI examination.	Received Grade X on Grade X examination.	Total received Grade X.	Total failed Grade X.	Received Grade IX on Grade XI examination.	Received Grade IX on Grade X examination.	Received Grade IX on Grade IX examination.	Total received Grade IX.	Total failed Grade IX.	Total received certificates.	No. received Grade applied for.	No. received one Grade lower than applied for.	No. received second Grade lower than applied for.	Total number failed.
	Candidates for Grade X.	Received Grade X.	Received Grade IX.	Failed.	Candidates for Grade IX.	Received Grade IX.	Failed.	Candidates for Grade IX.	Received Grade IX.	Failed.																								
Amherst	11	7	2	2	20	13	7	31	22	9	10	..	..	..	4	....	17	17	....	....	..	14	14	5	1	2	35	38	16	69	66	2	1	25
Annapolis	10	5	3	2	9	6	3	16	8	8	3	..	..	..	..	....	10	10	1	...	1	5	6	2	1	7	14	22	11	38	29	8	1	14
Antigonish	19	10	6	3	15	5	10	39	17	22	9	1	..	1	1	1	11	12	....	....	....	11	11	6	....	7	21	28	33	52	45	8	....	40
Arichat	6	4	....	2	3	1	2	4	3	1	3	..	..	..	..	...	4	4	....	...	....	7	7	2	....	1	4	5	3	16	15	1	....	5
Baddeck	12	6	4	2	8	1	7	16	6	10	7	..	..	..	..	...	7	7	....	....	1	11	12	4	...	7	7	14	17	33	25	8	..	21
Barrington	17	7	8	2	5	1	4	9	6	3	4	..	..	..	..	...	7	7	...	....	2	9	11	2	2	8	7	17	7	35	23	10	2	9
Bear River	9	3	4	2	8	7	1	15	10	5	3	..	..	..	1	....	10	10	..	....	3	4	7	3	1	4	17	22	6	39	31	7	1	10
Berwick	18	7	4	7	10	5	5	17	5	12	3	..	..	..	..	....	20	20	1	....	1	12	13	7	....	6	10	16	17	49	42	7	...	25
Bridgetown	17	9	5	3	12	5	7	19	11	8	4	..	..	..	..	....	16	16	1	...	4	11	15	4	2	9	16	27	15	58	43	13	2	20
Bridgewater	16	5	6	5	7	....	7	35	8	27	9	..	..	..	..	....	3	3	4	....	1	5	6	9	2	7	8	17	34	26	16	8	2	47
Canso	6	4	2	...	6	5	1	10	6	4	1	..	..	..	1	....	7	7	....	....	1	6	7	....	....	2	11	13	5	27	24	3	....	6
Chester	9	....	8	1	5	2	3	10	6	4	2	..	..	..	..	....	6	6	....	..	2	3	5	1	...	10	8	18	7	29	17	12	....	8
Church Point	4	2	2	...	5	1	4	12	5	7	1	..	..	..	..	....	6	6	....	....	2	3	5	....	1	2	6	9	11	20	15	4	1	11
Digby	19	10	6	3	7	3	4	24	11	13	7	..	..	..	..	....	5	5	....	....	1	10	11	3	....	7	14	21	17	37	29	8	....	20
Glace Bay	10	3	3	4	11	2	9	27	10	17	....	..	..	..	..	....	4	4	..	....	1	3	4	4	....	6	12	17	26	25	19	6	.	30
Great Village	28	13	7	8	7		7	26	14	12	6	..	..	..	..	....	19	19	....	....	2	13	15	10	1	10	14	25	19	59	46	12	1	29
Guysboro	4	1	1	2	3	3	...	12	4	8	4	..	..	..	..	....	2	2	....	....	....	1	1	3	1	2	7	10	8	13	10	2	1	11
Halifax	79	58	19	2	66	57	9	128	84	44	26	..	..	4	4	....	57	57	...	....	10	85	95	6	1	23	141	165	53	317	287	33	1	63
Kentville	21	9	9	3	15	10	5	33	16	17	4	..	..	1	4	...	13	13	1	....	4	10	14	5	1	14	28	41	22	68	50	18	1	32
Liverpool	22	14	4	4	12	3	9	31	18	13	9	..	..	2	1	...	8	8	1	....	7	18	25	7	1	7	21	29	22	62	49	11	1	32
Lockeport	9	6	2	1	10	6	4	16	6	10	2	..	..	..	..	....	5	5	..	....	2	6	8	1	...	2	12	14	14	27	23	4	....	15
Lunenburg	36	21	8	7	8	6	2	30	17	13	8	..	..	..	1	...	21	21	1	....	4	24	28	8	1	8	23	32	15	81	68	12	1	24
Mabou	6	2	2	2	12	2	10	14	3	11	4	..	..	..	..	...	2	2	...	....	1	4	5	2	....	2	5	7	21	14	11	3	....	23
Maitland	11	3	6	2	9	3	6	24	14	10	1	..	..	..	..	...	14	14	....	....	2	3	5	2	....	8	17	25	16	44	34	10	....	18
Margaree Harbor	9	3	5	1	4	1	3	18	6	12	3	..	..	..	..	....	4	4	...	....	....	5	5	2	....	6	7	13	15	22	16	6	...	17
Middle Musquodobolt	23	10	7	6	10	4	6	25	14	11	8	..	..	..	..	....	9	9	..	....	1	11	12	6	....	9	18	27	17	48	38	10	....	23
Middleton	20	12	4	4	17	5	12	23	13	10	10	..	..	..	..	....	7	17	...	....	3	13	16	5	....	7	18	25	22	58	48	10	...	27

New Glasgow	32	12	16	4	16	10	6	43	26	17	7	..	..	..	..	..	28	28	2	..	4	17	21	6	..	20	36	56	23	105	81	24	..	21
North Sydney	23	11	12	..	15	4	7	29	10	10	6	..	..	..	..	..	11	11	..	..	3	20	23	3	..	12	28	35	24	69	54	15	..	37
Oxford	18	5	10	3	11	4	7	29	10	10	6	..	..	..	..	..	9	9	1	..	..	9	9	4	..	19	28	35	17	53	41	12	..	23
Parrsboro	27	11	10	6	11	3	8	32	18	14	3	..	..	..	..	..	4	4	..	..	2	14	16	9	1	10	21	32	22	52	30	12	1	31
Pictou	25	13	6	6	19	13	6	34	16	18	9	10	1	5	5	2	29	31	4	..	7	21	28	9	3	16	20	48	24	117	94	25	2	44
Port Hawkesbury	5	..	4	1	10	..	10	17	4	13	5	..	..	..	..	..	3	3	..	..	..	2	2	3	..	7	4	11	23	16	9	7	..	26
Port Hood	2	2	..	..	7	1	6	5	5	..	5	..	..	..	..	..	2	2	1	..	3	4	7	1	1	1	6	8	6	17	12	4	1	8
River John	10	4	5	1	3	1	2	13	6	7	8	..	..	..	..	..	3	3	..	..	1	4	5	3	..	5	7	12	9	20	14	6	..	12
Sheet Harbor	15	6	7	2	6	2	4	15	6	9	4	..	..	..	..	..	5	5	..	..	..	6	6	2	..	8	8	16	13	27	19	8	..	15
Shelburne	14	6	5	3	5	4	1	9	5	4	6	..	..	..	..	..	1	1	..	..	..	7	7	3	..	5	9	14	5	22	17	5	..	8
Sherbrooke	8	..	4	4	4	2	2	9	6	3	4	..	..	..	..	..	1	1	..	..	..	1	1	4	..	4	8	12	5	14	10	4	..	9
Springhill	15	7	6	2	8	7	1	18	13	5	..	..	..	..	..	..	10	10	1	..	2	7	9	3	1	9	20	29	6	48	37	10	1	10
Stellarton	3	2	1	..	3	2	1	13	6	7	..	..	..	..	..	..	4	4	..	..	..	2	2	1	..	2	8	10	8	16	14	2	..	9
St. Peter's	12	1	4	7	10	7	3	13	7	6	5	..	..	..	..	..	6	6	..	..	..	4	4	9	..	19	14	22	9	32	24	8	..	18
Sydney	17	5	11	1	11	8	3	23	7	16	4	..	..	4	5	1	11	12	..	1	4	7	12	3	..	14	15	29	19	53	37	19	1	27
Tatamagouche	21	11	6	4	4	2	2	17	9	8	8	..	..	..	..	..	3	3	..	..	1	12	13	5	1	9	11	21	10	37	26	10	1	15
Truro	45	24	10	11	24	14	10	57	27	30	6	3	1	4	6	5	32	37	1	..	2	37	39	12	2	14	41	57	40	136	117	21	2	60
Upper Stewiacke	4	..	1	3	4	1	3	6	4	2	2	..	..	..	..	..	2	2	..	..	..	1	1	4	..	3	5	8	5	11	8	3	..	9
Westport	4	4	..	..	3	3	..	9	7	2	1	..	..	..	..	..	5	5	..	..	..	6	6	1	..	1	10	11	2	22	21	1	..	3
Westville	5	3	..	2	7	6	1	8	2	6	3	..	..	..	..	..	4	4	..	..	1	3	4	3	..	..	8	8	7	16	15	1	..	10
Windsor	35	22	10	3	15	7	8	33	20	13	6	..	..	..	..	..	18	18	..	..	2	28	30	3	..	11	27	38	21	86	73	13	..	24
Wolfville	17	10	4	3	8	3	5	24	13	11	13	..	..	..	..	..	15	15	..	..	1	15	16	4	..	4	16	20	16	51	46	5	..	20
Yarmouth	30	20	7	3	25	21	4	48	36	12	7	..	..	6	3	..	16	16	..	..	5	28	33	5	1	9	57	67	16	116	107	14	1	24
Total, 1905	838	413	276	149	533	282	251	1171	624	547	269	14	2	27	36	9	526	535	20	1	94	562	657	209	26	365	905	1296	799	2502	2034	468	26	1067
" 1904	841	396	250	195	460	194	266	1031	478	553	..	12	3	13	46	11	405	416	109	1	185	560	696	258	42	351	672	1065	819	2202	1662	499	43	1235
Increase	..	17	26	..	73	88	..	140	146	..	..	2	..	14	..	..	121	119	..	..	..	2	..	..	..	14	233	231	..	300	372	..	..	..
Decrease	3	..	..	46	..	..	15	..	..	6	..	..	1	..	10	2	..	..	89	..	41	..	39	49	16	..	..	..	20	..	..	31	17	168

TABLE XXVII.—EXPENDITURE GOVERNMENT FUNDS FOR COMMON SCHOOLS, COUNTY ACADEMIES, &c.

For the Fiscal Year ended September 30th, 1905.

Counties.	Population.	No. of Schools in session.	No. of Pupils registered.	Provincial Aid.	Grant to County Academies.	Total assignable to Counties.	Cost to Government per pupil.
Annapolis	18842	127	4399	$ 10457 62	$ 283 02	$ 10740 64	$2 44
Antigonish	13617	81	2800	5878 48	849 06	6727 54	2 40
Cape Breton	49166	202	10903	16855 90	566 04	17421 94	1 59
Colchester	24900	157	5680	12227 35	1037 72	13265 07	2 33
Cumberland	36168	207	8659	16291 17	566 04	16857 21	1 94
Digby	20322	110	4754	7911 06	566 04	8477 10	1 78
Guysboro	18320	95	3716	6378 31	283 02	6661 33	1 79
Halifax City	40832	161	8315	15252 86	1037 72	16290 58	1 96
Halifax County	33830	142	7432	11956 97	.....	11956 97	1 60
Hants	20056	125	4574	10113 69	566 04	10679 73	2 33
Inverness	24353	140	5331	8943 74	283 02	9226 76	1 73
Kings	21937	128	4845	10883 98	566 04	11450 02	2 36
Lunenburg	32389	179	7511	12931 53	566 04	13497 57	1 79
Pictou	33459	179	6324	14002 28	849 06	14851 34	2 34
Queens	10138	57	2048	4175 83	283 02	4458 85	2 17
Richmond	13515	75	2807	4870 14	283 02	5153 16	1 83
Shelburne	14290	86	3180	6534 52	283 02	6817 54	2 14
Victoria	10571	51	1753	3628 94	283 02	3911 96	2 23
Yarmouth	22869	127	5221	10660 32	849 06	11509 38	2 20
Total, 1905	459574	2429	100252	$189954 69	$10000 00	$199954 69	$1 99
" 1904	459574	2331	96886	189974 54	10142 18	200116 72	1 96
Increase	.....	98	3366	.....	.....	.....	$ 03
Decrease	.....	....	.....	$19 85	$142 18	$162 03	.....

Other Services and Total Government Expenditure for Education.	
Inspectors' Salaries	$ 17300 00
" Stationery, Postage, etc	575 00
Examination (net)	3470 53
Travelling Expenses—Normal School Students	1548 60
Salaries—Education Office	4880 00
Office Expenses, Registers, Register Covers, Postage, Expressage, Telegrams, Stationery	1439 55
Total	$ 29213 68
Last Column	199954 69
Total Public Schools, 1905	$229168 37
Institution for Deaf and Dumb	6840 00
Halifax School for the Blind	6517 50
Normal School	14328 95
School of Agriculture	1215 00
Government Night Schools	605 75
Mechanic Science	6417 75
Domestic Science	3902 75
Summer School of Science	200 00
Advisory Committee on Readers	229 77
Rural School Libraries	125 00
Normal Institute, Cape Breton	355 95
Provincial Educational Association	200 00
School Consolidation	800 00
Guelph Nature Study Scholarships	750 00
Total Government Expenditure, 1905	$271656 79
" " 1904	268903 98
Increase	$ 2752 81

TABLE XXVIII.

CLASSIFICATION OF SCHOOLS ACCORDING TO THE NUMBER OF PUPILS, &c. 1904-05.

MUNICIPALITY.	Schools with less than 20 Pupils.			No. of Schools, 20 to 39 Pupils.	No. of Schools, 40 pupils or over.	Graded Schools.		
	No. of Schools.	Av. Enrolment.	Av. Attendance.			No of Sections	No. of Depts.	No. of Pupils.
Annapolis	21	12.3	7.2	37	25	13	44	1856
Antigonish	6	12.8	7.3	37	19	3	19	778
Cape Breton	10	14.5	7.8	37	26	8	129	8219
Colchester	27	14.5	7.9	53	25	11	52	2545
Cumberland	21	14.5	7.9	66	32	15	85	4978
Digby	4	16.2	7.5	19	12	10	29	1335
Clare	2	12.	8.4	12	10	8	22	1003
Guysboro	10	16.1	9.5	24	16	6	20	1022
St. Mary's	4	15.5	8.7	11	7	1	2	112
Halifax Co	14	14.5	9.6	64	49	13	45	2402
Halifax City	.....	.....	.....	.....	.....	1	161	8315
Hants, East	10	16.8	8.4	22	15	7	15	593
Hants, West	3	16.	9.7	17	11	9	32	1402
Inverness, South	12	14.6	8.2	27	16	3	13	478
Inverness, North	9	15.5	9.	25	25	4	12	713
Kings	10	15.5	7.7	38	34	16	46	1807
Lunenburg	14	12.7	6.9	45	46	11	45	2146
Chester	2	19.	10.2	8	13	2	6	369
Pictou	43	14.3	8.1	61	13	10	62	3323
Queens	10	13.3	8.4	18	6	7	23	1088
Richmond	13	16.	9.4	24	19	8	19	842
Shelburne	9	13.6	8.3	17	6	5	16	582
Barrington	4	15.7	9.6	3	11	8	20	896
Victoria	11	16.2	11.	22	13	2	6	262
Yarmouth	3	13.	9.1	16	10	7	45	1913
Argyle	1	17	12.4	10	10	16	32	1407
Total, 1905	273	14.9	8.7	713	469	204	1000	50296
" 1904	240	15.	6.6	690	438	199	967	51664
Increase	33	.....	2.1	23	31	5	33	.....
Decrease.	.....	.1	.....	.....	.....	.....	.....	1368

TABLE XXIX.

Summary of Government Grants for Education for the Fiscal Year ended 30th September, 1905.

Provincial Aid to Teachers	$189,954 69
Provincial Normal School	14,328 95
Institution for Deaf and Dumb	6,840 00
School for the Blind	6,517 50
County Academies	10,000 00
Inspection	17,875 00
Expenses (office)	1,439 55
Salaries (office)	4,880 00
Provincial Examinations (gross)	5,493 32
School of Agriculture	1,215 00
Travelling Expenses Normal School Students	1,548 60
Manual Training—Mechanic Science grants	6,417 75
" Domestic Science grants	3,902 75
Guelph Nature Study Scholarships	750 00
Normal Institute at Port Hawkesbury	355 95
Government Night Schools	605 75
Rural School Libraries	125 00
Summer School of Science for Atlantic Provinces	200 00
Provincial Education Association at Truro	200 00
Committee on Readers	229 77
School Consolidation (out of the $36,000 vote)	800 00
	$273,679 58
Less by Examination fees	2,022 79
Net	$271,656 79

PART III.

APPENDICES.

PROVINCIAL NORMAL SCHOOL BUILDING, TRURO, NOVA SCOTIA.

APPENDIX A.

PROVINCIAL NORMAL SCHOOL.

DAVID SOLOAN, B. A., LL.D., *Principal.*

A. H. MACKAY, ESQ., LL.D., F.R.S.C.,
Superintendent of Education, N. S.

SIR,—I have the honor of submitting the following report for the year ended July, 1905.

The large attendance of the preceding year was followed by a sharp decline in the year just closed, the total enrolment being 148, as compared with 191 for the year preceding. It is not improbable that the reduced attendance reflected the straitened circumstances of the farmers of eastern Nova Scotia, where the shortage in the hay crop was such as to affect seriously the whole industrial and financial situation. However, there is still more or less mystery attached to the fluctuating enrolments of this school.

Diplomas were awarded to students as follows:—to the Academic class, which numbered eleven, four Academic diplomas, and four interim diplomas of First Rank; to candidates for First Rank, sixty-seven diplomas and nineteen interim diplomas of Second Rank; to candidates for Second Rank, thirty-two diplomas and three interims; to candidates for Third Rank, fourteen diplomas.

Advancement of graduate teachers of former years was granted as follows:—From First to Academic Rank, six promotions; from Second to First Rank, twelve promotions; from Third to Second Rank, eighteen promotions.

Summer courses were conducted, as usual, for bilingual teachers from Acadian schools and for teachers seeking to enlarge their activity as science instructors. The bilingual classes were entrusted to Mr. Benoit, of our staff; the work in biology, chemistry and nature-study was done by Mr. Harlow, of this school, with the coöperation of Mr. Sears, of the College of Agriculture, who gave a course in practical horticulture as applied to the orchard. The number of Acadian students was nine; the total number of summer students in the science classes, twenty-four.

The school-garden and greenhouse were last spring placed in care of Mr. Harlow. Before classes closed in June, the garden was carefully prepared for planting, the greenhouse stock raised by the students was transplanted outdoors, seed-beds were sown, trellises erected, grass-plots edged and clipped, and by July the garden was a profusion of flower and leaf.

During the short winter courses at the College of Agriculture, our men attended daily such lectures and demonstrations as were considered most desirable from the view-point of the demands of public school work. All of our students availed of the instruction and practice in cream and butter-making given by Miss Miller, of the provincial travelling dairy.

Visits to points in the vicinity of Truro, geologically and industrially interesting, were made during the fall and spring, and, shortly before the close of the term, a school-excursion to the iron mines and blast-furnaces at Londonderry was successfully carried out.

The general intellectual activity of the school was satisfactory. Weekly meetings of the Students' Institute were held throughout the term, skill in debate and literary and musical accomplishment being noticeably above the average of other years. The school journal, "The Nova Scotia Normal", appeared regularly during the seven months from December to June. Several lectures illustrated by lantern views were delivered in the assembly-hall by members of the Faculty, a method of instruction which it is proposed to develop more fully as our collection of lantern-slides increases.

In connection with the regular instruction in hygiene given by Mr. Connolly, three lectures were given by Dr. S. L. Walker, of Truro, under the auspices of the Colchester Co. Society for Prevention of Tuberculosis. Three lectures on Prevention of Disease were also delivered by Dr. A. P. Reid, Provincial Health Officer. These two gentlemen have the hearty thanks of the school for their active participation in its work.

Notwithstanding the unusually severe winter and the attendant hardships and discomforts to students, some of whom are but indifferently housed and at considerable distance from the school, the cases of sickness, though numerous, proved serious with only two individuals. In these two cases, one of pneumonia and the other of internal inflammation, the lack of hospital accommodation in Truro was felt. No pains or expense was spared to minister to the needs of sick ones; but a crowded private house is not favorable to recovery from a grave illness, and, moreover, the expense incurred by the patient and by friendly attendants is disproportionate to the pecuniary means of the sufferer and to the comfort procured.

The most satisfactory solution of the difficulties would, of course, be found in providing a residence for our students, recourse to which will no doubt ultimately be had.

Military exercises were conducted by Mr. Matthews, of the Truro School of Mechanic Science, to whom was allotted also the instruction of the young men in forms of physical exercise suitable for indoor and outdoor practice in public schools. All of the men are enrolled in cadet corps No. 73, under the Militia and Defence Department of Canada. Next year, it is contemplated giving practical instruction in military movements to all of our students, women as well as men. In view of the facts that the great majority of our students are women, and that there is a growing recognition of the value of military exercises, it would appear reasonable to extend the scope of the drill-instructor and to prepare all of our teachers to practise their pupils in the simpler military movements. In this connection, it may not be amiss to remark on the mistake not infrequently made of valuing these movements solely as a preparation for soldiering. Military exercises, especially the simple turning, wheeling, forming and marching movements, are bound to constitute, as they have always done, a large and important part of any good system of calesthenics for either girls or boys; for next in value to the hygienic results of a well-ordered system of physical exercise must probably be put the improved pose and carriage and the elasticity of movement which seem to be most easily and certainly acquired through those well-known forms of drill no longer left a monopoly to the soldier or would-be soldier. Our own students, I feel safe in saying, illustrate in their carriage and generally improved physique the beneficial results of such training.

In May and June, three afternoons were devoted to rifle-practice on the range of the Truro Rifle Club, in which body it is proposed next year to enroll our men. The Lee-Enfield rifle was provided for range-practice, each student discharging sixty rounds at target.

Some changes in the teaching staff of the school were effected after New Year. Biology, heretofore a separate department under a separate instructor, was allotted to Mr. Harlow, whose services had hitherto been confined to chemistry and nature-study. The new arrangement has proved entirely satisfactory, and it has the advantage of enabling the instructor to correlate the work of departments which are best understood in their relation to each other.

With the abolition of the separate instruction in biology, the office of biologists's assistant disappeared. The care of the science building had been part of the duty of this assistant. A better plan is now in operation, the janitorial work of both buildings

being consolidated under Mr. McKay, for the past five years caretaker of the main building.

In April, in coöperation with Mr. Shaw, of the Macdonald school-gardens, Truro, I had the pleasure of selecting and recommending eight of our First Rank graduates for scholarships at the Macdonald Institute, Guelph, Ont.; and I have since had the gratifying report of that institution to the effect that our Nova Scotian contingent had distinguished itself by industry, intelligence, and other commendable qualities.

In January, Miss Mina A. Reade, for some nine years instructor in vocal music, literature, and elocution, retired voluntarily from her post to take up work in connection with the Mission Bureau at Newton, Mass. Her withdrawal left a vacancy which appeared likely to be difficult to fill. Few lady teachers of scholarly attainments are willing to undertake a special course of training for a position such as that of music, elocution, or drawing teacher. The risk of finding no sufficiently remunerative employment in their native province is still a considerable deterrent. However, with the opening up of our western provinces, there will be an increasing demand for specialists, and our own province may receive some benefit from the impulse thus given to art-education. Miss Reade's influence among our students was good, and the work of her department was accomplished with faithful and unflagging zeal. Her successor, Miss Estelle Cook, a graduate in Arts of Acadia University, entered upon her duties at the end of February, and, from the first, gave proof of possessing the natural aptitude, the scholarship, and the wholesome spirit looked for in a teacher of her department. Miss Cook's experience as a teacher had been acquired at Mt. Allison Ladies' College, Sackville, N. B., from which institution she had withdrawn a year before to study in Toronto.

One of the subjects of the department under consideration here, that of music, is a difficult one in which to produce satisfactory results in this school. The "tonic sol fa" method, which has been followed in this school, has largely failed to establish itself in the pubilc schools of the province. Though admittedly easier of acquisition than the staff notation, tradition and the influence of the musical profession are nearly all in favor of the staff. Through the latter the youth of the community are instructed in piano, organ, and church music, and in it alone is printed our popular vocal and instrumental music. Added to these circumstances is that of a ceaselessly changing corps of teachers, some unmusical, some musical, the latter, like the former, generally untrained in sight-singing. Consolation may, however, be drawn from the fact that even though public-school pupils remain untaught in sight-reading, much benefit will

accrue to them where the teacher is possessed of true musical feeling even though unable to read. For, after all, music is taught for its influence on the feelings; and the power of expressing one's feelings in song is not necessarily denied to those who are ignorant of musical notations. If teachers could be convinced that *expression* is the ultimate aim, and that this purpose may be partly compassed through teaching by ear good inspiring songs, glees, and hymns, the gospel of music would spread among our young people. As matters stand now, teachers appear almost ashamed to be found teaching songs by ear. This need not be so. It is a matter of public comment that nowadays, even in city choirs, singers have fallen into the habit of learning new vocal music by the aid of the piano at home instead of relying entirely upon a thorough knowledge of the scale—another illustration of the decay of intellectual power wrought by the introduction of aids and appliances.

In mechanic and household science, as in all other departments, the work of the year was in every respect satisfactory. Demand is now made in some of the more progressive towns of the province for a graded course in elementary hand-training for the grades below the sixth. In towns where a specially licensed mechanic science instructor is employed, the wants of the community are easily supplied; in other cases, the course prescribed in the Provincial Normal School will be sent on application, as it has already been sent to several towns.

At least one principal of town-schools is willing to experiment with sewing and other needle-work in the lower grades, as a more attractive and useful form of manual-training for girls than the paper and cardboard work customarily undertaken. It is expected that next term at the Provincial Normal School a graded course of exercises in needlework will be outlined and tested with a view to recommending it to teachers desirous of introducing this branch of school training.

During the year two students completed the training-course in mechanic science, one of them being recommended for license in that department. Of candidates for license to teach household science, six were recommended for license. Two of these had received their special training abroad, one in the United States, the other in England.

This spring, some needed repairs were made in both buildings. All exterior woodwork was repainted, new doors were hung on the rear entrances of the main building, the roof was partly renewed, the upper floor class-room was refloored and repainted, and the glazing of the greenhouse was restored. I would here respectfully

advise the moving of the physics laboratory from the ill-lighted and ill-ventilated basement of the main building to the lower floor of the science building. The latter apartment is now available, is well-heated, lighted and ventilated, and is in every respect well adapted to the purpose here recommended.

Appended is a list of the diploma awards for the year ended July, 1905.

I have the honor to be, sir,

Your obedient servant,

DAVID SOLOAN, *Principal.*

Provincial Normal School, Truro, N. S.,
August, 31st, 1905.

LIST OF STUDENTS, 1904-05, WITH DIPLOMA AWARDS.

AWARDED ACADEMIC DIPLOMA (AND THE ONE MARKED * ON OBTAINING PROVINCIAL HIGH SCHOOL CERTIFICATE OF GRADE XII).

Edith Rebecca Ells	Delhaven	Kings.
*Margaret Ellen McFadden	Canard	Kings.
James Duncan McLeod	Scotsburn	Pictou.
Frances Brown Roy	New Glasgow	Pictou.
Charles William Stramberg	River John	Pictou.

QUALIFIED FOR ACADEMIC DIPLOMA AFTER ONE YEAR'S SUCCESSFUL TEACHING; IN THE MEANTIME AWARDED DIPLOMA OF FIRST RANK.

Martha Ashmore Creelman	Truro	Colches er.
Mary Alice Farrell	Kentville	Kings.
Andrew McGillivray	Antigonish	Antigonish.

AWARDED DIPLOMA OF FIRST RANK.

Georgie Willard Allen	Milton	Yarmouth.
Mildred Jocelyn Armstrong	Round Hill	Annapolis.
Teresa Florence Barrett	Arichat	Arichat.
May Bradshaw Bentley	Northville	Kings.
Ethel Harris Bower	Upper Clyde	Shelburne.
Harriet Straton Bruce	Truro	Colchester.
Blanche Gertrude Brunt	Halifax	Halifax.
Hattie Ellen Chisholm	Bear River	Digby.
Edith Annie Chisholm	Halifax	Halifax.
Sadie Ethel Cochrane	Windsor	Hants.
Laura Adelia Coldwell	Gaspereau	Kings.
Janet Rachel Dickson	Onslow	Colchester.
Hannah Gertrude Feindel	Bridgewater	Lunenburg.
Annie Keziah Fellows	Upper Granville	Annapolis.
Ernest Eugene Fairweather	Digby	Digby.
Cora Lelia Fiske	Clarence	Annapolis.
Annie May Fitchett	Fort Lawrence	Annapolis.
Mayhew Coldwell Foster	Port Lorne	Annapolis.
Winifred May Fraser	Halifax	Halifax.
Elora Fulton	Debert	Colchester.
Sadie Jane Gordon	Lansdowne	Pictou.
Alice Maude Greenleafe	Port Williams	Kings.
Lottie Harlow	North Brookfield	Kings.
Margaret May Harris	Bear River	Digby.
Blanche Gordon Hicks	Westport	Digby.

Jennie A. Hunter	Truro	Colchester.
Minnie Mabel Lee	Auburn	Kings.
John J LeBlanc	Belle Cote	Inverness.
Agnes DeLena Lewis	Cove Road	Colchester.
Cyril Durant Locke	Lockeport	Shelburne.
Duncan McInnis	St. George's Channel	Richmond.
Isabel Cameron McKean	West LaHave Ferry	Lunenburg.
Mary Jane McLeod	West New Annan	Colchester.
Haidee Pearl McMurtery	Margaretville	Annapolis.
Loretta Isabel McPhee	Springhill	Cumberland.
Alice Maude MacMillan	Annapolis Royal	Annapolis.
Lena Harriet Marshall	Westville	Pictou.
Katherine Holmes Martell	Pleasant Valley Cor.	Yarmouth.
Clara Murray Martin	Gaspereaux	Kings.
Hazel Edna Mason	Halifax	Halifax.
Lola Dean Miller	Shelburne	Shelburne.
Morris Osborne Maxner	Lunenburg	Lunenburg.
Annie Gray Murray	Springhill	Cumberland.
Milledge Messenger	Kingston	Kings.
Eda Maude Nelson	Clifton	Colchester.
Clara Julia O'Brien	Noel	Hants.
Greta Frances O'Brien	Noel	Hants.
Myra Jean O'Brien	Noel	Hants.
Mabel Irene Ogilvie	Little River	Halifax.
Ethel Elizabeth Parker	Truro	Colchester.
Maie Lovina Parker	Waterville	Kings.
Carrie Maud Paul	Springhill	Cumberland.
Emma Festina Perry	Red Head	Shelburne.
Georgia Amanda Pineo	Berwick	Kings.
Nellie Bethiah Purdy	Bear River	Digby.
Annie Wilson Reeves	Scotsburne	Pictou.
Ralph Percy Richardson	Kempt	Queens.
Delbert Llewelyn Shortliffe	Freeport	Digby.
Louis Rens Skinner	Berwick	Kings.
Gladys Ethel Strumm	Mader's Cove	Lunenburg.
Alice Levia Thompson	Lower Economy	Colchester.
Mary Ellen Tulloch	Halifax	Halifax.
Bessie Bonnell Turnbull	Digby	Digby.
Isabel Dunbar Weir	Coalburne	Pictou.
Susie Freeman West	Liverpool	Liverpool.
Laura May Whitman	Round Hill	Annapolis.
Katherine Gertrude Woodworth	South Berwick	Kings.

QUALIFIED FOR DIPLOMA OF FIRST RANK AFTER ONE YEAR'S SUCCESSFUL TEACHING; IN THE MEANTIME AWARDED A DIPLOMA OF SECOND RANK.

Jean Braden Archibald	Middle Musquodoboit	Halifax.
Maud Odell Boss	Springhill	Cumberland.
Christina Chisholm	Antigonish	Antigonish.
Harriet Zella Crowe	Lower Truro	Colchester.
Mona Blanche Demmons	Newport Station	Hants.
Alice Augusta Eton	Sheffield Mills	Kings.

Isabel L Frost	Argyle	Yarmouth.
Edna May Fulton	Upper Bass River	Colchester.
Ada Blanche Jenner	Halifax	Halifax.
Lennie Lynds	Onslow	Colchester.
Margaret Laura McKay	Trenton	Pictou.
Jennie McBean	Westville	Pictou.
Annie Adelaide Mader	Mader's Cove	Lunenburg.
Helen Gwendolyn Parker	Truro	Colchester.
Winnifred Nairn	Truro	Colchester.
Millie Viola Parker	Morristown	Kings.
Ina May Rice	Bear River	Digby.
Estella Louise Scott	Hantsport	Hants.
Harriet Burbidge Starratt	Aylesford	Kings.

AWARDED DIPLOMA OF SECOND RANK.

Mary Belle Beaton	N. E. Mabou	Inverness.
Alma May Bolivar	Dayspring	Lunenburg.
Flora May Bruhm	Mahone Bay	Lunenburg.
Bessie Ann Norrie Cameron	Lime Rock	Pictou.
Allan Boyd Crowe	Annapolis Royal	Annapolis.
Jennie Sarah Currie	Belmont	Colchester.
Joseph Edmund Deveau	Mavilette	Digby.
Beatrice Mary Deveau	Mavilette	Digby.
Emma May Ewing	Great Village	Colchester.
Effie Putnam Flemming	Great Village	Colchester.
Blanche Josephine Freeman	Kempt	Queens.
Katherine Letitia Hartigan	Sydney Mines	Cape Breton.
John Daniel Hattie	South Lochaber	Guysborough.
Giralda Helena Jenkins	South Alton	Kings.
Mary Elizabeth Lombard	Weymouth Bridge	Digby.
Ellen Elizabeth McBain	Meadowville	Pictou.
James Gordon McDonald	Whycocomagh	Inverness.
Mary Ellen McHeffey	Cook's Brook	Halifax.
Mary Agnes McIsaac	Troy	Inverness.
Hugh McKinnon	Lake Ainslie	Inverness.
John Y. McKinnon	Lake Ainslie	Inverness.
Katherine Isabella McLean	Lakedale	Guysboro.
Margaret Anne McNeil	L'Ardoise	Cape Breton.
Jamesina Moore	Shubenacadie	Hants.
Annie Maude Robertson	Riverview	Cumberland.
Susie Bernice Silver	Dayspring	Lunenburg.
Minnie Theresa Robicheau	Meteghan	Digby.
Agnes Layton Sulis	Digby	Digby.
Mary Blanche Sutherland	Arichat	Richmond.
Beatrice Thibodeau	Church Point	Digby.
Disa Margaret Verner	Salem	Mass.
Ivy May MacLean	Meagher's Grant	Halifax.

QUALIFIED FOR SECOND RANK DIPLOMA AFTER ONE YEAR'S SUCCESSFUL TEACHING; IN THE MEANTIME AWARDED A DIPLOMA OF THIRD RANK.

Bessie Fraser Graham	Bridgeport	Cape Breton.
Mary Christina McDonald	Ballantyne's Cove	Antigonish.
Jennie Moore	Shubenacadie	Hants.

AWARDED THIRD RANK DIPLOMA.

Margaret Isabella Chisholm	North Grant	Antigonish.
Sarah Belle Leydon	Bayfield	Antigonish.
Mary Jane Macdonald	Beanly	Antigonish.
Annie MacDougall	Knoydart	An igonish.
Margaret MacKenzie	Mira Gut	Cape Breton.
Teresa MacKenzie	St. Peter's	Richmond.
Blanche Winifred Maskell	W. Jeddore	Halifax.
Mabel Jane Nieforth	Seaforth	Halifax.
Lena Hollenbec Pratt	Selmah	Hants.
Alice Randall	Aylesford	Kings.
Edith May Richardson	W. Jeddore	Halifax.
Jennie Estella Sprague	Weymouth Bridge	Digby.
Gladys Ernestine Strople	Bayfield	Antigonish.
Florence Taylor	Afton	Antigonish.

RECOMMENDED FOR PROVISIONAL LICENSE GOOD TILL JULY 31, 1906.

Charles W. AuCoin	Eastern Harbor	Inverness.

COURSE UNCOMPLETED.

Jean Ferguson Macdonald	Little Narrows	Cape Breton.
Harry G. Clark	Salmon River Road	Colchester.

AWARDED DIPLOMA IN MECHANIC SCIENCE.

Allan Boyd Crowe	Annapolis Royal	Annapolis.

ADVANCEMENT OF GRADUATES OF FORMER YEARS.

FROM FIRST RANK TO ACADEMIC.

Lenore Kaulbach	Mahone	Lunenburg.
Milton DeLancy Davidson	Wolfville	Kings.
Clotilde Josephine Manley	Halifax	Halifax.
Ella Jennie MacLean	Hopewell	Pictou.
Bertha Oxner	Brookfield	Colchester.
Mabel Elva Bishop	Greenwich	Kings.

FROM SECOND TO FIRST RANK.

Beatrice Frye	Halifax	Halifax.
Isabel McGlashan	Merigomish	Pictou.
Mary M. Sutherland	Valley	Colchester.
Ethel May Corkum	Dartmouth	Halifax.
Moses Chiasson	Margaree Forks	Inverness.
Agnes Sophia Long	Amirault's Hill	Yarmouth.
Eva Mary Harding	Lydgate	Shelburne.
Clara Amanda Corkum	East Chester	Lunenburg.
Mary MacKinnon	Port Hood Island	Inverness.
Frank Russell Doleman	Ingomar	Shelburne.
Charles Edwin Knickle	Lunenburg	Lunenburg.
Grace B. Card	Brookville	Hants.

FROM THIRD RANK TO SECOND.

Janet Ginevra Pennington	Melbourne	Yarmouth.
Jessie Catherine Ferguson	Balmoral Mills	Colchester.
Margaret White	Grand Digue	Richmond.
Mary Agnes McDougall	Broad Cove Marsh	Inverness.
Annie Morrison	St. Peter's	Richmond.
Eva May Burke	R. Bourgeois	Richmond.
Florence Hanway	R. Bourgeois	Richmond.
Jessie L. Harvey	Wittenburg	Colchester.
Florence Patterson	Black River	Kings.
Lulu C. Williams	New Tusket	Digby.
Elsie Matheson	St. Peter's	Richmond.
Edith Fox	Valley	Colchester.
Margy Anne MacLellan	Inverness	Inverness.
Mary B. MacDonald	Brook Village	Inverness.
Laura E. Boyd	Cannes	Richmond.
Nettie J. Hartling	Spanish Ship Bay	Guysboro.
Julia M. Graham	Nine Mile River	Hants.
Alfreda Maria Leslie	Arichat	Richmond.

STUDENTS ATTENDING THE SUMMER SESSION, JULY AND AUGUST, 1905.

CLASS IN LANGUAGE METHOD FOR BI-LINGUAL TEACHERS IN ACADIAN SCHOOLS.

Joseph C. Boudreau	Grand Etang	Inverness.
Marie Rose Comeau	Little Brook.	Digby.
Joseph W. Comeau	Lower Saulnierville	Digby.
Therese D'Eon	W. Pubnico	Yarmouth.
Moses C. Doucet	Grand Etang	Inverness.
Charles Joseph Forrest	West Arichat	Richmond.
Leo Joseph King	West Arichat	Richmond.
Adeline C. Pothier	W. Pubnico	Yarmouth.
Martha Adela Pothier	Tusket Wedge	Yarmouth.

CLASS IN NATURAL SCIENCE, SCHOOL GARDENING, ETC.

Clyde C. Chute	South Berwick	Kings.
Arthur DeWitt Foster	Hampton	Annapolis.
Lizzie Lewis	Dartmouth	Halifax.
Ralph Percy Richardson	Kempt	Queens.
Isabella Smith	Halifax	Halifax.
Hattie Carter	Truro	Colchester.
Wilfrid Banks	Torbrook	Annapolis.
George Bancroft	Acaciaville	Annapolis.
Agnes Spencer	Great Village	Colchester.
Gordon Ross	Bedeque	P. E. I.
Joseph C. Boudreau	Grand Etang	Inverness.
Marie Rose Comeau	Little Rrook	Digby.
Joseph William Comeau	Lower Saulnierville	Digby.
Teresa D'Eon	W. Pubnico	Yarmouth.
Moses C. Doucet	Grand Etang	Inverness.
Charles Joseph Forrest	W. Arichat	Richmond.
Leo Joseph King	W. Arichat	Richmond.
Adeline C. Pothier	W. Pubnico	Yarmouth.
Martha Adele Pothier	Tusket Wedge	Yarmouth.
Pertha Lewis	Dartmouth	Halifax.
Lewis Balcom	Lawrencetown	Annapolis.
Maude A. Brennan	Lake George	Kings.
Jennie Hunter	Truro	Colchester.
Clara Davidson	Truro	Colchester.

APPENDIX B.

REPORTS OF INSPECTORS OF SCHOOLS.

Division No. 1.—CITY AND COUNTY OF HALIFAX.

Graham Creighton, B. A., *Inspector.*

Sir,—I have the honor to submit the following report for the past school year:—

All the sections in this division in which it was possible to maintain schools, excepting Peggy's Cove and North Beaver Bank, had schools in operation for at least a portion of the year. These two sections were unable to secure teachers. Five other sections—Brookside, Greenhead, Kemptown, Upper Lakeville and Dufferin Mines remain closed for lack of scholars.

Notwithstanding the severity of the winter, the attendance, excepting that for the month of February, was unusually good. The total days attendance for the rural sections was 77791 in excess of that of the previous year.

A number of sections failed to secure teachers at the beginning of the year. Were trustees to report to the inspector immediately on engaging a teacher, all sections from which no report had been received would be regarded as yet without teachers. A list of these sections could be given to applicants for schools. Teachers generally apply early for positions, and trustees, as a rule, are dilatory in securing a teacher if they do not receive applications, and thus often weeks are lost before school can be opened.

Several schools were taught during the summer months by teachers who had attended college during the winter. The service rendered by these teachers was highly satisfactory. Were it possible to have more of such service, it would be of very great advantage to the rural sections.

The scarcity of teachers was more apparent than in any other recent year. Formerly, teachers came from Colchester and other counties to offer their services. The number of applicants from outside Halifax county has very considerably decreased. Were it

not for an increased number of teachers, residents in this county, partly due to the stimulus given to high school study by the establishment of examination stations at Sheet Harbor and Middle Musquodoboit, many of the schools would of necessity be closed. The Halifax Academy also supplies a number of teachers from year to year.

If the scarcity of teachers should continue, it must result in the offer of increased remuneration. The average salary paid in this division has varied little in the past ten years.

The following table of statistics, relative to the number of new teachers employed each year in rural Halifax, and the period of service, may be of interest for purposes of comparison:—

Year.	New Teachers.	Old Teachers, but new to Section.	Teachers continued in the same section as previous year.	No. whose total service as teacher was one year or under	Over one and up to two years.	Over two and up to three years.	Over three and up to four years	No. of Teachers holding Normal School Diploma.	No. of Class C.—Female.	Average Salary Class C.—Female.
1896	27	50	80	42	22	11	10	57	73	$176 34
1897	40	41	80	55	16	17	10	53	70	180 46
1898	33	76	54	57	21	11	12	57	73	174 25
1899	30	61	68	51	19	15	11	60	71	171 09
1900	34	73	67	64	21	10	15	56	78	172 79
1901	35	68	63	61	24	11	13	54	65	176 70
1902	29	73	62	76	17	12	9	70	68	174 80
1903	33	82	56	64	28	13	13	62	64	172 70
1904	33	84	58	63	25	22	11	63	75	173 90
1905	42	86	53	50	25	24	17	65	68	181 10
Average for 10 years	33.6	69.4	64.1	58.3	21 8	14.6	12.1	59 7	70.5	$175 41

All the schools in the colored sections were in operation for the first time in ten years.

Good teachers were employed, and a strong effort made to encourage attendance, but with indifferent success.

Many of the colored women are obliged to repair to the city to supplement the earnings of the men, that a livelihood may be gained. The children, left much to themselves, attend schood as they see fit, and for the most part their inclination leads them to stay away.

In some of these sections, notably New Road, it is almost impossible for the trustees to collect the local school tax, and difficult for

the teachers to obtain what is collected. The people of this section are not yet capable of self-government. It might be found practicable to place the collection of all the rates for the support of schools in sections where the ratepayers are incapable or unwilling to enforce collection, in the hands of the collector appointed by the municipal authorities.

There is nothing very especial to report with respect to the work done in the schools. The majority of teachers were very faithful in the discharge of their duties. There is a large number of young and inexperienced teachers employed each year. Some of these must almost inevitably fail and discontinue teaching either during or at the end of the year. The number of complete failures is happily, however, not very large.

Perhaps the most unfortunate feature of the employment of teachers without training is the fact that experience has to be gained at the expense of the weaker sections whose means prevent the payment of salaries sufficient to obtain good experienced teachers.

While it may be difficult to frame a law that will make the support of schools fall equally upon all, and distribute equally the benefits of education, certainly some improvement in this respect is very desirable. There are sections in Halifax County where the maintenance of a very poor school requires a very high comparative rate of taxation, and other sections where the support of an excellent school costs each ratepayer a very small sum annually.

The relief afforded by the levying of a uniform rate for schools by the municipality, and the special grant to weak sections, tends to equalize taxation.

There are, however, many sections so isolated that union with other sections is impossible, and only by considerable effort schools are maintained.

May I venture to suggest that possibly there are sections where neither Government nor municipal aid is required to support efficient schools.

It is difficult to make a just comparison between the work done in the town schools and that of the miscellaneous rural schools. The larger salaries paid with the accompanying process of selection of teachers should give a much higher average of excellence in teaching. Good buildings and equipments, stricter supervision, and more regular attendance on the part of the pupils, give the town teachers many advantages not possessed by those engaged in the rural schools. There are, however, not so many counter attractions to distract the country pupil.

A very much larger proportion of the pupils studying high school subjects in the rural and small village schools do so with a view to becoming teachers than is the case with the high school pupils in the town schools. There are some subjects on the course—chemistry for example—that are, as a rule, studied under very great disadvantages by the rural pupils. In the absence of any laboratory equipment or competent instructor, this subject is found to be difficult and uninteresting. In some of our schools little else is attempted than the memorizing of general facts and formulæ.

The Dartmouth school staff has been strengthened by the employment of higher class teachers. I regret to report that the high school work has dwindled to small proportions.

Proximity to the County Academy, and free passage of students in the ferry, are in some measure responsible for the lessening number of high school pupils. Students who intend to complete the high school course deem it advantageous to enter the County Academy in the first year.

The Halifax Academy has now more students than can be properly accommodated. It may be found necessary to teach ninth grade work in one or two other schools, as is already done at Alexandra school. More individual attention could thus be given to the first year student than is now possible, and buildings might be chosen where the pupils could conveniently attend two sessions daily. The one long session at the central institution is too severe a tax on the energies of students who live on the outskirts of the city.

I have the honor to be,

Your obedient servant,

GRAHAM CREIGHTON.

To A. H. MACKAY, ESQ., LL.D.,
Superintendent of Education.

DIVISION NO. 2.—LUNENBURG AND QUEENS.

H. H. MACINTOSH, *Inspector.*

SIR,—I have the honor to submit the following report of the schools in Division No. 2, comprising the counties of Lunenburg and Queens, for the year ended July, 1905:—

The scarcity of teachers the preceding year resulted in an increased vote of funds for school purposes at the annual meeting.

Trustees were also more alive to the securing of teachers, so that only nine sections were without school, instead of twenty in the preceding year.

In the large municipality of Lunenburg, comprising some 120 sections, only one, Bush's Island, had no school. The demand on the mainland was so great that it was almost impossible to secure teachers for the island schools.

Four sections were vacant in Chester municipality. Sherwood and Beach Hill, small and isolated sections, failed to secure teachers. Germantown and Harriston, in the New Ross district, are virtually extinct. The former has only one family with children of school age. Harriston will likely be merged into Mill Road or Charing Cross section in the near future. Some of the Harriston pupils attended Charing Cross school the past term. In fact, conditions are favorable for the consolidation of five of the New Ross sections, with Charing Cross as a centre.

In Queens county, Dock Cove and Denmark were vacant, largely through indifference. Port Mouton Island made a special effort to engage a teacher, but failed. Albany New, a small border section, had only three or four children that could attend. These nine sections without school represent the weakest sections in this division, and it is only a matter of time when the majority of them, at least, will be compelled to unite with neighboring sections. Four of them have already engaged teachers for next term.

The attendance for the first half of the school year was good, but the exceptionally severe winter cut down the attendance of the third quarter very perceptibly. The year closed, however, with an increase of 282 pupils and 44,104 days attendance.

The year's work, taken as a whole, was satisfactory and encouraging. The classification of schools according to the license of teacher, has been productive of good. Sections were notified, before the annual meeting, of the class of teacher required for the next term, and in every instance provision was made. Trustees consider it a move in the right direction. The teaching staff is placed where it can be most effective, and good results are following. The graded schools, and most of the miscellaneous schools in the large and wealthy country sections, are in charge of the best teachers, and, as would be expected, do most satisfactory work.

The weakness of the schools in this division is due to the large percentage of young and inexperienced teachers. I am tired of repeating this year after year, but think it well to keep the fact before the public eye. The number of our new teachers increased

from 35 last year to 46 for the year just closed. These are nearly all untrained and without experience, and are to be found in the smaller country schools. The great question is to improve this type of teacher. The town and village schools may be trusted to look after themselves—our great care must be to supply better teachers to the smaller country schools. It takes too many years of experimenting upon luckless pupils to develop the young and totally untrained teacher into a teacher of any value, and these years in the life of a pupil are too valuable to be wasted. After two year's probation, every teacher who intends remaining in the profession should take a course at some training school.

It may be well to here mention some features of school work coming under my observation that are at least common enough to be quite noticeable.

Writing receives more attention than formerly, and there is a very general improvement. This is partly due to the correspondence and comments of the press about the poor writing in the public schools, and to the fact that the educational papers are keeping tne value of good penmanship before the teachers.

Arithmetic, especially the fundamental rules, is generally well taught. We cannot say that there is any noticeable improvement in reading. Teachers expect that the new Readers will create a new interest in reading. The pupils are waiting patiently for the new books, and we hope to find better reading next term.

Some teachers use the text-books too much in class work, especially in teaching Geography and History. The successful teaching of these subjects depends largely upon a thorough knowledge of the lesson to be taught. Many teachers do not give the lessons careful preparation, and consequently do not know intimately what they attempt to teach. They are thus compelled to resort to the text-book and in this way encourage in the pupils the practice, so much to be avoided, the memorizing of texts.

Practical Language Lessons, having in view ease and accuracy of expression, have done good work.

About 80 pupils sent in Nature Observation Sheets, many of them most complete and accurate. This means that only about one-third of the teachers are doing what is really the foundation of all successful Nature Work, and which all have the ability and opportunity to do, at least to some extent.

Why should not every teacher be required to make a record of such observations? Every pupil would then be invited and encouraged to observe and report.

Too many teachers attempt the work of a miscellaneous school without a Time Table. Within a week or two after the opening of a school, the teacher should have sufficient grasp of the work to be able to apportion the time so that each subject may get its due share. The most successful teachers invariably do so. Others do not, and poor classification is the result.

School Buildings and Premises.

Riverport is about completing a four department school-house, which is a model in appearance, convenience and comfort. This building is not scrimped in size, as is too often the case, but sufficiently large to give airy rooms, wide halls, and plenty of room for clothes closets, etc. Hardwood floors are laid throughout, the rooms are perfectly lighted, and the equipment is of the best. The whole building is heated by furnace, and provision made for thorough ventilation. Only a few years ago, a miscellaneous school provided for the educational wants of this section. The fine new building marks not only the educational but the material and industrial progress of Riverport.

Getson's Cove, directly across the LaHave from Riverport, will soon have finished a modern school house equal to that of Riverport in every respect, except as to size. The building is modelled after plan No. 3 in the Manual, giving two large school rooms and good class room, besides abundance of hall space and clothes rooms. Every provision is made for proper heating, lighting and ventilation. The hardwood floors, modern furniture, and imported blackboards, make really model schoolrooms. The building occupies a site affording one of the finest views of land and water imaginable. Besides, the site is truly historic, looking down, as it does, upon one of the earliest attempts at colonization on the continent. Here, in 1632, Isaac de Razilly established a colony of some 40 families, and two years later built a fort, Fort La Hève, which played so prominent a part in the struggle between LaTour and Charnisé. Is not this a fitting time to have the name of this section changed to the old historic "La Have?"

Caledonia Corner is about opening a new school house exactly the same in design as that at Getson's Cove. It occupies a beautiful site with a background of pines on the eastern approach to the village. The interior arrangements are superior in every way, and the visitor is scarcely prepared to find the schoolrooms, halls, and cloak-rooms finished in oak. A simple plan of ventilation, heating by furnace, and hardwood floors, assure plenty of good air, comfort cleanliness.

These three new buildings are a credit to the sections concerned, and will serve as object lessons to others.

More or less has been done in the following sections by way of repairs, furniture and painting—Bridgewater, Mahone Bay, Conquerall Bank, Farmington, Union Square, Pine Grove, Big Lots, Blandford, Back of Lake, Charing Cross, etc., in Lunenburg county, and Kempt, Greenfield, Port Medway, Milton and Brooklyn in Queens county.

The outbuildings are kept in very much better condition than in the past.

While there has been this general improvement in school buildings and premises, I fear the same cannot be said of the cleanliness of the school rooms. In too many instances the floors are dirty, and desks, window ledges, books and maps are covered with dust. Such conditions are not only disagreeable, but dangerous. This should not be so, because the rooms can be kept clean with a little effort. Dust is the favorite breeding ground of germs and the great disease-carrier, and is, no doubt, the cause of many of the epidemics that close a number of schools for weeks at a time. We believe the time is opportune to enlist public support in this matter. Many trustees know the danger, and every teacher should be conversant with such simple sanitary requirements. A number of our medical men have promised their support, and this will be especially helpful. If trustees, teachers and pupils take the matter in hand, the end is plainly in sight—dirty schoolrooms will be a thing of the past. Next term, I intend to address a circular letter on this subject to every trustee-board, and place a copy of directions of the same nature in every schoolroom.

The scarcity of teachers for the last few years has had the effect of increasing salaries to some extent, but there is still much room for improvement. Compared with 1903, the average salaries of female teachers in Lunenburg Co. show an increase of $13.34 for B, $3.23 for C, and $11.60 for D. In Queens Co. the corresponding increases were $27.90 for B, $13.90 for C, and $20.65 for D. A number of teachers are going to the North-West, having accepted situations there; some are taking up other vocations. The outlook for next year is that teachers will be scarcer than ever, and we anticipate some difficulty in fillng the schools.

The "Pension Scheme for Teachers," discussed at the last Provincial Association, and to come before the Legislature this winter, is a matter of great moment to the schools of the Province. If such a scheme can be satisfactorily and fairly worked, it will go far towards giving permanency to the teaching profession. Many of our best teachers are interested. With the feeling that they would be protected from want in their old age, many more would give their full strength to the profession and make teaching a life work.

Although the winter was most unfavorable for travelling, I succeeded in visiting all the schools open at the time of inspection.

All of which is respectfully submitted,

Your obedient servant,

H. H. MacIntosh.

A. H. MacKay, Esq., LL.D.
Superintendent of Education.

Division No. 3.—YARMOUTH AND SHELBURNE.

James H. Munro, Esq., *Inspector.*

Sir,—After a winter of exceptional severity and a cold, wet spring and summer, one might expect to hear of a decrease in the items which contribute to mark a successful school year. But happily such was not the case. This year there were more schools, more pupils registered, more days taught, and a larger grand total days attendance than last year.

Shelburne Co.		*Yarmouth Co.*	
Increase of schools	7	Increase of schools	2
" pupils	91	" pupils	56
" days taught	850	" days taught	529
" days attendance	30612	" days attendance	36632

Considering the boisterous nature of the weather the attendance was large and regular, much larger than could have been anticipated. To attend school in good weather is common-place, but to attend when roads are blocked with snow, and the tops of fences are the only safe paths,—these are difficulties which prove the mettle of pupils and make them feel their strength. To remain at home then were sheer cowardice. And the teachers too, last winter, were equal to the occasion. Another feature should be noticed:—The year was remarkably healthful, there being a complete absence of epidemics of all kinds. Even spring colds were more rare, and detentions at home of short duration.

In speaking of colds, I am reminded of a practice which should be stopped. In some sections, contracts are given to provide fuel and make fires up to the first or middle of May, under the presumption that summer being so near fires can be dispensed with. From personal knowledge, I can say that children in those sections suffer

much from the cold, and as their parents must know their discomfort and liability to sickness, the law should interpose for the protection of the children, and state that contracts for heating the rooms should extend to the end of June, and, barring compliance, the municipal fund should be docked for May and June.

Another thing essential to health must not be overlooked. Of late years protests have been made against allowing dust to accumulate in rooms, which physicians have declared to be a fruitful source of disease. To effect a sanitary change the District School Commissioners have coöperated with me and adopted resolutions classing dirty with delapidated rooms, and threatening the same treatment. In other words, school-rooms must be swept and furniture dusted every day, if the public grants are to be drawn. The compulsory attendance law is useless, and in most places forgotten. At the last annual meeting it was not noticed in some municipalities. Never having been enforced it inspired only temporary fear, and now the ratepayers have ceased to recognize it at all. And yet, a workable compulsory law is a public necessity; in fact, it would be a kindness to people who feel that their children should have an education, and yet lack the determination to send them regularly to school. One day I counted six children sunning themselevs in a sodded ditch, and to my enquiry why they were there, each one began his story,—" Mother said I might, etc.,"—and this in sight of the school house. Last summer I counted, from a school window, seven or eight children, from 9 to 13 years of age, playing on the road, and the teacher remarked that even their names were not on the register. I used to think that it was only ignorant parents that were neglectful in this respect, but a wider experience has taught me better. There are intelligent people who *intend* to educate their children, but in the meanwhile they are outgrowing the grades in which they must be classed, and the outcome is that owing to disparity of size and age, they refuse to attend school at all. The prospect of a substantial fine would help these people to overcome their inertia, and rouse them early enough in a winter morning to get the children ready for school, even if they have to travel a mile or longer distance to get there.

This consideration cannot be passed over lightly, for irregular attendance and absence are among the greatest evils which bar the way to progress, and make the advancement of the regular attendants slow and unsatisfactory. No one can dispute the assertion that compulsory attendance is the complement of compulsory taxation.

The statistical tables show that there is no increase in the number of schools taught by male teachers. In 1904, twenty were employed in Yarmouth county, but in 1905, nineteen, while in Shel-

burne county the number stands the same for both years, namely, 15. Doubtless, with a view to economy, women are being appointed in places which from time far back have been occupied by men. At Lockeport, a school of four departments, a female teacher will be the principal; at Hebron, three departments, a man has given place to a woman; as also in Arcadia and Ohio, where there are two departments each. I am strongly of the opinion that in most schools the principal should be a man. To train boys of a certain age to habits of self-control and respect for law, and to make them feel that they are under law to which they must yield prompt obedience, is the way to make them law-abiding citizens. A boy whose attitude to his teacher reads, "let me alone, and I will let you alone," is getting ready for a dubious career. No one doubts woman's fitness to train children in their early years, but in the advanced rooms a power is needed that can compel as well as direct.

The Canadian North-West is still taking away our teachers, a dozen at least having gone there, six of them men. A sphere of work that appears to be very attractive to women is hospital nursing. Every year some are drawn in that direction, and I have known teachers with very fair salaries give up their places to take a situation in a hospital. Why is this? It would seem that the confinement of the school-room, the constant exercise of supervision, the adaptation to varying tempers, and above all, the worriment consequent on the habit among ratepayers of finding fault, create a distaste for the work and a willingness to leave it. Whatever the cause there is always a readiness to make a change when another way of making a living offers itself. I once heard an eminently successful teacher remark that if he were offered a civic position, which was then vacant, he would gladly accept it, though the salary was 20 per cent. less than that which he was receiving, and the hours of work very much longer.

There is not much of a commendatory nature to be said about salaries. In Yarmouth county, all the classes show some increase, except D (female); hence there is a decrease of $2.56. In Shelburne county, the only increase of the average salary is in the B class, male and female, the former $9.00, the latter $7.09. What strikes one is the big range the salaries take even in the same class. Let me give the highest and lowest salaries for women in both counties, excluding the towns:—

	Shelburne.			*Yarmouth.*		
	B.	C.	D.	B.	C.	D.
Highest..	$225.00	$200.00	$160.00	$225.00	$215.00	$210.00
Lowest ..	140.00	85.00	67.00	165.00	120.00	80.00

In some sections the small valuation of property makes it impossible to pay the standard salary, and were it not for the special grants, school could not be kept at all.

Three new school-houses are finished and occupied. The one at South Side, Cape Island, consists of two apartments, large and symmetrical, has hardwood floors, blackboards all around the rooms, spacious lobbies, grounds level and smooth, with nice fences and gates. Nothing will be left unfinished. The whole cost is estimated at $1800.00. A native of Cape Island is no ordinary man. He is too independent to admit that you can influence him, but let him fix his mind on an enterprise and he will tear through every difficulty that lies in his way, defiant of expense, and will not stop until his ideal is realized.

Clark's Harbor schoolhouse is another illustration. It is a magnificent building, considering the size of the place. Modern in all its arrangements, it lacks nothing for comfort and convenience. Its floors, ceilings, stairs and halls are fine, both as regards material and workmanship. The heating apparatus works perfectly. Principal Fox assured me that it would be possible on a cold winter day to turn on a heat that in a few minutes would drive everyone out of the building. The construction of a sewer leading from the building to the harbor, the clearing of the grounds, and the erection of fences and gates were under way at the time of my visit. Though the schools were opened only about the middle of January, it is gratifying to state that the work was good in all the rooms. The principal, Mr. A. D. Fox, is an enthusiastic teacher, who identifies himself with the people and coöperates with them in their social undertakings.

Having done so much for the exterior of education, the ratepayers should make a resolute effort to insure a full and regular attendance. Every boy and girl should be stimulated to acquire a good common school education. Indeed, they should not leave school until they have mastered the ninth grade; the more ambitious can go further. As the means of livelihood are at their doors, the rare sight will be witnessed of educated men developing the resources which nature has so generously provided, thus adding to the wealth of the country. One such is worth more than a score of the average fledgeling lawyers or doctors, who, a Nova Scotian orator declared, were so numerous that the woods were full of them.

As a photo of the Shelburne Academy has already appeared in the *Journal of Education*, it is enough merely to name it. From basement to top it is well and comfortably finished,—heated with furnaces, and ventilated so as to insure fresh air continuously. It

is really a pleasure to pass through it and note the arrangements. But the improvements include more than the building—they comprise a fine library of six cases of books, a splendid microscope (catalogue price, $175.00), standard works of reference, apparatus for experiments in physical science, etc. A generous public spirit has been awakened, as shown in the fine gifts which have been received. A young man, Mr. J. W. MacCarthy, holder of Class B license, sent to his Alma Mater, from the West Indies, where he has been very successful in business, a cheque for $200.00, and supplemented it with a copy of the latest edition of Chambers' Encyclopedia (value $30.00). Prominent citizens made presents of valuable and popular books. Teachers, by means of lectures, concerts, etc., raised $100.00 and upwards, and the pupils, by ways of their own, $30.00. Evidently, Shelburne ratepayers intend their schools to be up-to-date.

Among the buildings which received the most extensive repairs was Bear Point school. The floors, walls, ceilings, blackboards and furniture received my cordial approval. Ventilation was kept in view, which is regulated by the upper sashes lowered and raised on pulleys. The ratepayers deserve great credit for the good work effected

The past was an unusually successful year with Yarmouth Co. Academy. The attendance was never so large before, and studiousness and progress were all that could be desired. The Academy is possessed of the scientific spirit, and further provision has been made for its cultivation. Another room has been opened, and the needed accessories supplied in order to have a biological department. The teacher, Mr. G. D. Blackadar, is quite an enthusiast in this line, and communicates his spirit to his pupils. In this connection, he has received valuable donations, one of choice mineral specimens, part of a collection belonging to the late Dr. Bingay of Westport. Mr. Chesley Allen, vice-principal of South End school, donated his collection of native birds, some of which are very rare. The value of the combined collections is estimated at $250.00. The annual meeting for the distribution of prizes, reading competitions, military drill, addresses of leading citizens, took place in the Royal Opera, which was packed with an interested audience. The students did their parts well, and elicited much commendation. Perhaps nothing attracted more notice than the valedictory, which was pronounced a bright composition, and delivered in fine style. The author was Miss Letha S. Allen.

Principal Kempton is an excellent organizer as well as an able teacher.

Before closing, let me refer to the common schools of the division. At no time have the schools been more efficient, or have shown

better work. Teachers go to their schools feeling their responsibility, and try to do their best in the discharge of their duties. Exceptions there may be, but the remark is true of most of them. Even in schools that are not satisfactory, the cause is not neglect, but lack of knowledge how to do their work better. A girl 17 years old, and without the least training for her work as a teacher, cannot be expected, unless she has a natural bent that way, to make a satisfactory school. What young teachers need, and should have, is a good drill at the Normal School for some months, and the law should oblige them to take that training.

In the French schools English is still taught in the primary rooms, and in some good progress is made. As a primary teacher Mr. John LeBlanc, Upper Wedge, does excellent work. No one seems to understand better the advisability of the children learning both languages at the same time; just as they learn in French they follow up in English, in both languages keeping equal pace. As an exercise in mental arithmetic I read a question of three or four lines out of my own book, and awaited the answer, thinking more of their ability to understand the English than of the difficulty of the question. After some thinking hands were raised, and the correct answer was given, followed by an explanation in good English. Compare this with what I saw in a very different primary, when to my simple question to a boy eleven years old, how old are you? what is your age? I could get for an answer only a stupid stare.

During the year I have been impressed with the wonderful capacity of small young children to acquire another language. At the South End school the nice reading of a little girl prompted me to make some enquiry about her. The teacher told me she was a Russian girl who came to school at the beginning of the year, not knowing one word of English. "Now," she added, "she seems to know English as well as the English children." In Shelburne town school, I asked a girl to write a sentence on the board which I dictated, and as the writing was very neat and the spelling correct, I wanted to know who she was. I found that she was a Norwegian girl, and that she too came to school, knowing no English, about nine or ten months before, and I was told that I would find two or three others of the same family who were equally proficient. I could mention other cases, equally surprising, of the rapid acquisition of English, which go to show that having a second language to learn, the younger they are instructed in it the more rapidly they learn to read and speak it.

A word in regard to the special schools—Manual Training and Domestic Science. In the former the interest does not slacken,—on the contrary, the pupils are more devoted to their work and make

better progress. Mr. Grant has introduced several improvements, giving more variety and adding fresh interest. The discipline is excellent, and no time is lost, not a minute, in maintaining order. To the regret of all that had an interest in the School of Domestic Science, Miss Margaret Sterrit resigned her place at the end of the year. Miss Sterrit has all the qualities which make a successful teacher,—a good presence, pleasing address, ability to insure the earnest attention of her pupils, and to inspire them with the desire to master the details of every lesson. The order was a notable feature of her room, scarcely a sound in handling and washing utensils, or in moving across the floor. Miss Sterrit's place has been taken by Miss Susan E. Archibald, who is the bearer of good credentials.

During the year I visited each school three times. With sentiments of profound esteem,

I have the honor to be,

Your obedient servant,

JAMES H. MUNRO.

To A. H. MACKAY, ESQ., LL.D.,
Superintendent of Education.

FRENCH SCHOOLS—YARMOUTH AND DIGBY.

REV. J. J. SULLIVAN, *Special Visitor.*

SIR,—I herewith respectfully submit my annual report of French Schools for the year ended 31st July, 1905:—

I am pleased to be able to say that I find throughout this district a steady increase of interest in education.

Progress is much more perceptible in some places than in others, and an approximate idea of the standard can only be obtained by a visit to each school. A great deal of fault-finding is indulged in by some of our friends in the neighbouring Province regarding the state of French schools in Nova Scotia. It is quite evident from the insipid remarks of those chronic growlers that they have never put foot inside a school, either in Clare or Argyle. This is not surprising at all, for we have many within the borders of these very municipalities who are continually nagging at the board of Public Instruction, but whose name never adorn the visitors' column of our school registers.

More active interest on the part of the public generally would aid wonderfully both pupils and teachers.

An occasional word of appreciation from trustees, parents and clergymen would prove very helpful. It is a great mistake to suppose that a kind word will make the teacher "stuck up," and anxious to receive an increase in salary. Whatever the motive, too many lack interest in their own schools.

Fortunately, all are not alike, for we have very many parents who are devoted to the education of their children. We have also a few, unfortunately very few, public spirited educationists who encourage in a practical manner both children and teachers.

A pleasing example of this true interest was given this year by the Rev. Dr. Foley, of Tusket Wedge, who presented handsome medals and prizes to every class in his parish for proficiency in daily work, and for attendance. This laudable method, adopted by the Rev. Dr. Foley, created a vigorous and refreshing spirit of emulation not to be found elsewhere. Should Dr. Foley's good act become contagious throughout these municipalities, education would be more popular. The Trustees should be empowered by law to expend a certain sum each year for premiums. These rewards, though inexpensive, would undoubtedly prove beneficial. Beyond town and city limits the poor scholar receives precious little encouragement from those even from whom much is reasonably expected. Newspaper articles and long winded speeches, whose echo never reaches the confines of our rural districts, cannot be expected to do more than tickle the pride of their authors by adding to their notoriety. Class room work encouragement is the only criterion by which true interest in education can be measured.

During the year the number of pupils registered was 3,225. The average daily attendance was 65 per cent., which, I think, is about as good as that of any inspectorial division in the Province. The weather last winter in these parts was such as to prevent as many attending daily as might otherwise be expected.

The above figures at first sight appear even more satisfactory than they really are. The fact is, that the number registered should be much larger, and would be too, if certain influence were brought more actively to bear upon parents to induce them not to withdraw their children from school too soon.

It matters little to us in this country what may be the custom in rural districts elsewhere as to the age at which boys and girls are supposed to give up school to face the responsibilities of life, but

it should be the duty of every parent, and everybody else interested in this country, to encourage the rising generation to continue to draw upon our educational resources as long as possible.

Our Acadian children do not receive the full benefit of our system, because they abandon school too soon.

No amount of fault-finding, no improvement in pedagogical methods will avail our Acadian youth as long as the present habits of parents regarding school attendance are maintained.

I regret very much that the idea of school consolidation does not seem to meet with favour in these counties. It is a pity that such is the case, as there are many schools in poor condition, and many teachers insufficiently paid by reason of the multiplicity of sections. Efforts have been made from time to time to unite many sections and create healthier ones by the amalgamation of two or more schools, but without effect. The action of the Board of School Commissioners is so easily undone that the practicability of the existence of such a body in rural districts is very doubtful. Their authority is so limited, and so easily over-ridden by Trustees and by petitions of taxpayers to the Council of Public Instruction, that lately it is a difficult matter to interest the Commissioners sufficiently in their duties to attend the annual meetings.

It is almost unreasonable to expect busy men to drive ten and fifteen miles for nothing to attend a meeting of the most uninteresting kind. As long as Trustees enjoy their present powers, little or no improvement may be looked for in many sections.

Language:—Good work is being done in this important branch in French and English. Since the introduction of the conversational method in the primaries, pupils acquire a good pronunciation and grasp more readily the meaning of words. To obtain best results from this method, it is of primary importance that pupils be under instruction by a teacher of their own language. Nothing more preposterously absurd can be imagined than the attempt at teaching children by one unfamiliar with their language.

Whatever may be the intention of parents and pupils as to the scene of their future career, our system of education is intended to foster a love of home, and to equip our children to gain a living and be prosperous and happy within the borders of their native Province.

Grammar:—Many of our teachers complain of the difficulty they have in teaching this subject. Their work would be easier if they depended less upon the text-book, and insisted more upon the

pupil's observing the facts of language for themselves. They should be taught to regard grammar as concrete logic, and consequently greater care should be given to such methods of sentence analysis as show that the classes of words are determined by the nature of ideas. More attention to parsing and analysis, with less time given to verbatim recitation of definitions, would render grammar less objectionable and more comprehensible to the ordinary pupil.

Owing to the child's misunderstanding of grammar, and of words in general, composition is regarded by the majority as an unacquirable art. Many of our schools are too bookish, and children are, too frequently, cruelly tortured memorizers. Originality of expression in class is almost an unknown quantity. A little relaxation is indulged in during recess, however, and English and French are placed in a crucible, it would seem, in revenge for the constraining moments of the class-room.

Composition is difficult at all times, and the only adoptable method to make it at all possible to children is independence and originality of expression, and faithful avoidance of bookishness and vulgarism.

Reading:—Here, too, many well-disposed teachers have many difficulties to contend with. They put forth their best efforts but with little success. This is due in some cases to the fact that they do not begin at the beginning.

Naturally, faulty habits of pronunciation exist in any locality, and the different faults seem to be peculiar just to certain localities. The teacher's first duty is to correct these localisms.

This is a laborious task, especially in French, as the daily pronunciation in vogue among the Acadians, of their mother tongue, is far removed from the mellifluous intonation proper to the French language.

Our teachers should devote a little more time to the study of their own language. Mispronounced words and ungrammatical expressions are not uncommon occurrences among teachers even in class-room.

This is unpardonable, but can be partially accounted for from the fact that only a very indifferent knowledge of French is required to pull through successfully on the paper on that language in the Provincial examinations.

Apart from pronounciation, poor articulation is very noticeable in many schools. This is due to the fact that no instruction is ever

given on management of the breath, and consequently instead of the music of a well-developed vocal power, we are treated to the sound of so many squeaking machines given with an unnatural break-neck velocity. Teachers should avoid that over-strained manner of enunciation and adopt a more natural manner in reading and speaking. Good companions correct evil habits.

No doubt the new English Reader will be a welcome addition to the class-room, as being at least new, it will be interesting to those teachers who have been handling the old text-books for years. Just how much this new series will aid proficiency in reading remains to be seen.

We are still looking forward with hopeful expectancy to the advent of our new French Readers.

Arithmetic:—This subject is receiving careful attention and is, generally speaking, quite in keeping with the entire work of each grade. Once pupils have mastered the form of statement required of them, I think the teacher might, without loss, dispense with repeating it with every example.

Perhaps more intelligible work would be done in some advanced departments if the fact that mathematics is a unit, having many branches, were emphasized by giving side by side algebraic, geometric and arithmetic solutions.

Geography:—In the teaching of this branch I find that too much use is made of the text-book and to the faithful memorizing of it. This is a waste of time, as anybody who has a text-book at hand can easily find what he is seeking for. Before undertaking the study of general geography, one should have a fair idea of physical geography, as well as of the topography of the land and its natural resources, so that he might all the more easily understand the industrial and social conditions of places without depending entirely upon his memory and a text-book. To interest pupils in the topographical study of the earth, nature study is a great help, as it encourages a habit of close observation by directing the child's attenton to the existence of the common animals and plants in his locality. This study can be made a basis of comparison by which the pupil can familiarize himself with the animal and plant life of other localities. The same method may be followed as to social and industrial characteristics.

Music:—It is a delightful recreation after the day's work to listen to the singing in many of our schools. Teachers and pupils are to be congratulated upon their success in this art. I have often

regretted, while enjoying the wonderful harmony of which the trained human voice is capable, that I formed the entire audience at so many pleasing entertainments in some of our schools. I am pleased to report that the general work of such scholars is in keeping with their proficiency in music.

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Two hundred and thirty-seven schools were in session in this division during the whole or some portion of the year, in which two hundred and fifty-five teachers and substitute teachers were employed. This was five more than were in session during the previous year. A few were in session part of the year only by permission, and some others were closed for a portion of the year in consequence of the scarcity of teachers available at the opening of the year, or for other valid reasons.

The greater number of the schools were found to be in a fairly satisfactory condition. Some were classed superior, some good, and some poor. The same classification applies to the teachers employed inasmuch as it may be considered an axiom that the "teacher makes the school." That some poor schools are to be found should not be considered strange when the large number of inexperienced and untrained teachers entering the profession each year is considered. This year forty-six new and untried teachers entered the profession in this division. During the preceding year fifty-two teachers entered upon this work for the first time. It would be strange, if out of so many untried teachers a few should not be found to be comparative failures. As nearly all new teachers are from sixteen to eighteen years of age, the wonder is that there are so few failures. More maturity and a little experience most commonly make fairly good teachers of those at first classed as poor. It is to be regretted that the short period which most teachers remain in the profession makes so large an influx of new teachers each year necessary. The salaries are so low that there is but little inducement for teachers to remain long in the school-room. This condition has driven many young men to other occupations who would otherwise engage in teaching, and has left this sphere of labor largely to young women. Of the two hundred and fifty-five teachers and substitutes employed in this division this year, forty-seven only were males. The remedy for this state of affairs lies with the ratepayers. The Government cannot reasonably be expected to do more than it has been doing. An increase of salaries to good teachers, and the enactment of a good pension law, would probably induce more of the young men to adopt teaching as a life profession. A pension scheme should derive some of its income from the Government. The small remuneration received by the great majority of the teachers will not permit them to contribute largely towards a pension fund. Their salaries will barely suffice for present necessities. A pension fund is necessary to make provision for sickness and old age.

It might, perhaps, be considered invidious to eulogize the work done in particular schools to the exclusion of others, but space will not permit me to mention all. As the Macdonald Consolidated School at Middleton was established as an object lesson for the whole Province, it is quite proper that I should refer to that specially. In

my report last year I referred to this school as an unqualified success from an educational point of view. It has still continued to be such, and has fully demonstrated the benefit of bringing pupils from outlying sections to a central school. Eleven teachers were employed during the year, with Mr. George B. McGill as principal. Three of these taught the High School Grades, six taught the Common School Grades, and one in each of the Mechanic and Domestic Science departments. The whole staff proved to be efficient teachers and did excellent work. It would be surprising if such were not the case, with the facilities for work which they enjoyed. Three of the teachers held Agricultural diplomas, and did effective work in that line by means of the excellent school garden on the premises. The attendance was even better than during the previous year. A larger county grant was obtained as a consequence, and the cost of conveyance of pupils was slightly reduced. The ultimate fate of the school is problematical. Another year will tell the tale. It cannot be maintained without the aid of the Macdonald Fund, unless the sections submit to a much higher rate of taxation than at present.

The other graded schools in this division did excellent work in most cases. It might not be amiss to particularly specify the departmental schools at Annapolis Royal, Digby, Church Point, Bear River, Bridgetown, and Lawrencetown, in all of which efficient staffs of teachers were employed. Annapolis Royal, Digby, and Church Point were the seats of the County Academies of which A. W. L. Smith, R. F. Morton, and Rev. A. F. Amirault were respectively the efficient principals. Principal Ruggles, at Bear River, Principal Bustin, at Bridgetown, and Principal Foote, at Lawrencetown, proved to be the right men in the right places. The other graded schools had some efficient teachers. Lest the teachers of the Common Schools may think themselves slighted, it must, in justice to them, be stated that there were in those schools some as good teachers as were to be found in most of the graded schools, but the conditions under which they worked were more unfavorable than in graded schools.

The number of school gardens reported this year was nine—seven in Annapolis county and two in Digby county. In quite a number of sections small plots or beds were prepared on the school grounds for purposes of instruction, as well as for ornament. The more important gardens were at Middleton, at Lawrencetown and at Digby, each of which were in charge of teachers holding Agricultural diplomas. The Agricultural grants were drawn by Principal Geo. B. McGill of Middleton, by Principal C. Perry Foote of Lawrencetown, and by Mr. N. W. Hogg of Digby. The other school gardens were in charge of teachers who were not qualified to draw any special grant for work done in connection therewith. As hereinbefore stated, there were three teachers employed at Middelton holding Agricul-

tural diplomas, all of whom claimed the Agricultural grant; but according to the construction placed upon the regulations governing such cases, one grant only was allowed to each school for work in connection with its garden. It would be well to make the regulations explicit on this point, so that in future no teacher may be disappointed in regard to the payment of this grant.

Two Mechanic Science schools were maintained—one at Middleton and one at Annapolis Royal, and were taught by Reginald W. Bent and Gerald A. Boate respectively. Both of these schools were successfully taught, and were popular. A Domestic Science school was also maintained at Middleton in connection with the Consolidated school, and was presided over by Miss Annie B. Juniper, an accomplished English lady, specially imported by Prof. Robertson for this school. Miss Juniper is well-versed in all departments of domestic science, and did good work. This department was not very popular, however,—not because of any lack of ability on the part of Miss Juniper, who was an excellent teacher—but because many of the ladies of Middleton and vicinity are well versed in domestic science, and give their daughters good instruction at their homes.

The 26th consecutive annual session of the Teachers' Institute for this inspectorial division convened this year in Digby on the 25th and 26th days of May. It was to have been held at Bear River, but on account of diphtheria at that place, it was decided at a late moment to meet in Digby. On account of this change the attendance was less than on former occasions. Between 90 and 100 teachers were enrolled. The attention of those present was called to the hearing of lessons and papers, and to discussions thereon as per the following programme:—

1. The Three R's ..... Principal R. F. Morton.
2. Drawing..... Miss Hattie M. Clarke.
3. Lessons on Decimal Fractions..... Mr. T. H. Spinney.
4. The Country School—its Discouragements and Inspirations ..... Miss Mary T. Kinley.
5. School Environment.—An Address Dr. J. B. Hall.
6. Value of Domestic Science as a School Subject..... Miss Annie B. Juniper.
7. Mechanical Drawing-Lesson ..... Mr. Gerald A. Boate.
8. Elementary Science to Grades VII and VIII ..... Mr. W. K. Tibert.

As a more extended account of the proceedings will be furnished by the Secretary for publication in the Annual Report, it will not be necessary to make further comments in this connection.

The work of consolidation of sections does not make rapid progress in this division. It is, however, being considered in some communities, and may in time result in something tangible.

Phenological observations were not so generally recorded by teachers as one could wish. About the usual number sent in their reports from various parts of the division, which reports have been forwarded to you. Wherever this work has been undertaken, it has been enjoyed by the pupils, and has produced good educational results. It has also been beneficial to the teachers who have undertaken this work.

Arbor Day and Empire Day were properly observed in some of the schools, as I should judge from the accounts sent in to me by the teachers. Many teachers failed to send notice of their observance as required, but I have reason to believe that these days were observed by many who neglected to send me a statement of the exercises held.

In consequence of the scarcity of French teachers, it was found necessary to request the issue of permissive licenses to four holders of Grade X Scholarship certificates for the *first* half of the year. These persons took the prescribed course at the Normal School during the *second* half of the year as members of the C class, and were granted C diplomas at the end of the year. They have since obtained regular C licenses.

All schools, with two exceptions, were inspected during the year, and to some a second visit was made. The two schools referred to were situated in remote parts of this division, and were not in session during the time of my tour in their vicinity. In one of these cases I found the school-house occupied as a polling booth on election day, and the teacher and pupils relieved of their duties on that account.

No special reference has been made to the French schools of this division. As the special visitor will probably make a full report on these schools, it does not seem necessary to occupy space in this report for that purpose.

The statistical tables, carefully compiled from the annual returns for the year, have been forwarded to your office. These tables contain much information which it does not seem necessary to elaborate in a written report.

Respectfully submitted,

L. S. MORSE.

A. H. MACKAY, LL.D.
Superintendent of Education, N. S.

Division No. 5.—HANTS AND KINGS.

Colin W. Roscoe, M. A., *Inspector.*

Sir,—The following report of the schools in Inspectorial Division No. 5, for the term ended July 31st, 1905, is respectfully submitted for your consideration.

Two hundred and fifty-three schools have been in operation for some part of the term. In these have been employed 271 teachers, three licensed, and one unlicensed assistant. These were classed:—A 8, B 69, C 117, D 77. Male, 20; Female, 251; Total, 271. The number of pupils enrolled was 9,419. The attendance made by these aggregated 1,060,336 days. Fifty-four new teachers were employed, and 121 have taught less than three years. The schools of these were, in most cases, as good as could be expected from those with no more experience. The trained and experienced teachers have been faithful, and made good schools. Improvement has been made in many directions. Every year in repairs, furniture, outbuildings, equipment, school libraries, etc., advancement is made. The schools are doing work that was not expected of them twenty-five years ago. The number and success of the candidates taking the Provincial Examinations indicate the character of the work done. Creditable papers are put in on French, Latin, German, Greek, Mathematics, Literature, Science, etc., etc. The candidates who write these papers come largely from the Academies and High Schools, but often from the ungraded rural schools. Where papers are examined by those who do not know the candidates whose papers they are marking, it becomes a real test of the work done. In this division, 1,224 pupils studied in the High School grades during the year. It may be of interest to note that 757 of these were in Grade IX, 320 in Grade X, and 147 in Grade XI. From the County Academies and the advanced departments of High Schools came 633 of these, graded as follows:—329 Grade IX, 196 Grade X, and 108 Grade XI. From departments doing only High School work came 320. From the foregoing it will be seen that 591 of these are from ungraded rural schools.

Of the 253 schools in session, 73 were open for the full term of 216 days; 138 for 200 days; and all averaged 203 days.

There were 30 graded schools representing 91 departments. In reports in the past I have particularized somewhat in reporting each school. To do so now would be to repeat much of what I then said. I shall therefore confine myself to a few special cases.

Pine Woods section has passed another year without a school. It is a colored population, principally, that is found here. The section is so situated that it might be divided into three parts and joined to Kentville, Steam Mill, and Upper Church Street sections; and no pupil would be more than one and one-half miles from the school house in either of the sections. However, the people in these sections object. The hall used for some time for a school has been destroyed by fire, and there is now no other building except the church where school can be held, and the trustees of this building will not let it for school purposes. There are a few white people in the section who have some means but most of them stand aloof, and the colored people cannot manage without them. There are about 50 children who ought to attend school and they are virtually shut out from all the surrounding schools. Some special treatment must be applied in this case in order to provide a school. From the School Land Fund and the County Fund the teacher's salary can be paid; but for incidental expenses and to provide a school house there is no way unless the section can be brought into line and worked from the outside. Special legislation seems necessary to do much here.

Another case of preventing a school is found in North River section, Kings county. A few people of some means oppose any movement for a school because the burden of it, if established, must come upon them. They have influence enough to prevent the section from getting and keeping a full board of trustees, and from voting money to build a school house and keeping up a school. Some new device will have to be tried here.

In cases of this kind some special power might be given the school commissioners, or their charman, or the inspector, so that the property of the section can be made to contribute to the keeping up of a school. If after the refusal for a reasonable time to establish a school some authority can be called into existence to compel the section to do its duty, or to immerse the section in a sum sufficient to do so, it will result in good, after a time, in teaching such people their duty to their neighbors.

By vote of the school commissioners of West Hants, the site and grounds of St. Croix section were condemned, and that section required to provide suitable grounds and move the school house thereon. The site condemned joined the cemetery, which was only a few feet from the house and sloped abruptly towards it. The ground contained but a few rods and was situated in a triangular form between two roads and the cemetery, having a sharp descent from one road and from the cemetery. It was covered with stones and the cattle

were allowed to roam over it. In fact it was a thoroughfare. The situation was objectionable, and from a sanitary point of view it was not at all good. A site and grounds have been purchased that will meet the requirements. Recently some of the ratepayers of the section, living near Newport Station, have gotten up a petition to have the section divided. There is now a good graded school, and no pupil is more than one and a half miles from the present school house. Such a division would dispense with the graded school and establish two ungraded ones in its stead. Efforts were made to call a special meeting of the school commissioners to consider this case. I discouraged this on the grounds that the C. P. I. had recommended that such changes when made be made only at the annual meeting of the board, and cautioned that arrangements made and contracts entered into under authority of the annual school meeting of the section cannot be interfered with. That if the matter must come before the board it should come at its annual meeting, and that nothing could be gained by having a special meeting, and that any alterations made cannot take effect till the beginning of the next ensuing school year. I must contend against going back from large sections and graded schools to small ones and ungraded schools. I cannot think that one and a half miles or even two miles an unreasonable distance to travel to get to a good graded school.

Kentville has erected a good building for the Manual Training and Domestic Science school. These schools have had a successful year under Mr. Charles I. McNab and Miss Helen McDougall. They also teach similar schools for half of each week in Windsor. Principal Robinson retires from the school to complete his senior year at Acadia University. The town school board pressed him to remain. He has done excellent work in the school. Any section that can secure his services after he graduates will be fortunate.

Berwick has had Mr. Angus McLeod as principal for the past year. His work was appreciated and his grade XI pupils made a fine record at the Provincial Examination. Nine out of ten passed with high marks. He is engaged as mathematical teacher in Pictou Academy next year.

Some special work in music was done in the Wolfville school by Mrs. Parker, for Grades II. and III. She taught these children to read music and sing by the staff notation. Her success has convinced the board that she understands music and has an aptitude for teaching it. She has been engaged to take charge of the same department she taught last year, and teach the music in three departments of the school. So much time is lost by teachers trying to teach subjects they are not fitted to teach that the question arises whether specialists could not be employed to advantage to teach music and drawing as

well as nature lessons. This can be done well in graded schools, and often a teacher can teach in two or more schools with little difficulty.

Miss Etta J. Yuill, M. A., has retired from the Wolfville school. because she felt she could not afford to teach for the salary paid. She taught in this school for eight years. Her time for some years has been divided between grade VIII. or the preparatory department, and the High School pupils, to whom she taught English. Her work has always been prepared and taught in a manner to awaken and stimulate the thoughtful attention of her pupils. She has been a source of great strength to this school. She has done the kind of work that is needed in laying the foundation of a good English course. I regret to lose her from the schools of my inspectorate. She goes west, where the salaries paid draw our best teachers from us. I hope trustees will soon find out the grand mistake they are making in parting with so many of our best teachers to save a few dollars.

Our Teachers' Institute was held in Hantsport, on the two days preceding Good Friday. The attendance and interest were good. As the secretary will report, but few words will be expected from me. We missed the Superintendent of Education, who is regarded as a friend and welcomed by all the teachers. He had planned to come but was called away by the death of his mother. We were much aided by Miss Juniper of the Consolidated school of Middleton; Prof. Dahl from King's College, and Dr. E. M. Kierstead from Acadia University. The teachers were interested and did their part as usual in sustaining the reputation of our Institute. The exhibits from the Domestic Science and Manual Training schools, as well as the drawing and writing from the schools, attracted much attention. The Institute was successful in every way. It will hold its next session in Wolfville.

The draft upon us for teachers from the West is being felt. Those who go are from the higher classes, and we are left with more new and inexperienced teachers at home. These do well, perhaps, for the first, but the keeping of the registers and making out of returns show many defects. A careful study of all the remarks, notes and regulations printed in the register and on its last page would prevent many a blunder. I found some of the returns so bad that I was compelled to send new blanks and ask for new returns. The new ones were not good. It would save much time and expense if teachers would post their registers daily, revise them at the end of the term, and then take a little more time than they do now to make their returns exactly correct, and then mail them to the Inspector.

I have to report the erection of a very good school house for the section in East Halls Harbor. The section needed a house and did not build too soon, but they have done nobly, and have set an example for other sections of their rank.

I have the honor to remain, Sir,

Your obedient servant,

COLIN W. ROSCOE.

A. H. MACKAY, LL.D.,
Superintendent of Education.

DIVISION NO. 6.—ANTIGONISH AND GUYSBORO.

A. G. MACDONALD, M. A., *Inspector.*

SIR,—I have the honor to submit the following report of the schools of Division No. 6, comprising the counties of Antigonish and Guysboro, for the year ended July, 1905.

The number of school sections remained the same as during the preceding year, namely, 171. Of this number 79 are in the county of Antigonish, and 92 in the county of Guysboro.

For the year ended July, 1904, I had to report 24 sections as being without school in Guysboro county, and 22 in Antigonish county. I am glad to be able to report a decided improvement, in this respect, for the year just ended, the number of sections without school in Guysboro county being only 12, and in Antigonish county 15, or 27 in all.

The schoolless sections in Guysboro county were:—Glencoe, Alder River, South Merland, Yankee Cove, Larry's River West, Larry's River East, Gammond's Point, Smithfield, Cameron's Settlement, Greenfield, West Liscomb and Hollin's Harbor; and in Antigonish county:—Dunmagless, Brown's Mountain, Maple Ridge, William's Point, Lower West River, Stewart's Mills, Mayfield, Lower Brierly Brook, Beech Hill, Pinedale, Big Marsh, Tracadie "Colored", Middleton, Morven and College Grant.

In my special report on these sections you will observe that a large number of them have very few or no pupils, while in many cases the fewness and poverty of the ratepayers are such as to place even the commonest school beyond their reach. Six only of the

twenty-seven sections endeavored to get teachers, and they failed in their efforts, put forward at a late hour, either because of scarcity of teachers or because the salaries offered were too small. Indeed, were it not that many of these sections have defined bounds, a name and a number on the section book, and that one has to regard them as having a corporate existence while they are allowed to remain on the official list of sections, no harm could possibly result from a complete suppression of, at least, one-third of them. To provide school facilities for the few children in these semi-depopulated, schoolless sections is a difficult matter. Incorporation with stronger neighboring sections, and the conveyance of children during six or seven months of the year, or while roads are in a fairly passable condition, would seem to be the best solution. A dutiful sacrifice on the part of parents, with some financial assistance from the provincial school grant and from the county fund, ought to solve the question of cost. The amendment to section three of the Education Act, passed during the session of 1903-4, deals satisfactorily with the subject, if sections not maintaining, or not able to maintain schools, come properly within the scope of the amendment.

I am glad to be able to state that the various school boards in my inspectorial division are keenly alive to the difficulty which confronts them in the matter of these schoolless sections. The power conferred on them by the Legislature will be fearlessly exercised, whenever it becomes plain that children of school-going age in such sections cannot otherwise receive satisfactory educational advantages.

The Antigonish Board, at its last annual meeting, took a forward step by consolidating the sections of Lower West River, Saltsprings, and Lower Glen Road. The first mentioned has not had a school for seven years, on account of the fewness of children in the section; the second, for the same reason, had a school but intermittently for several years; and the third, at best, could maintain but a weak school. In all three cases the school buildings were old, outworn and discreditable to agricultural settlements, not otherwise surpassed for thrift and intelligence in the whole county. With a good, modern, well-appointed school house, and a good school all the year round, the children of this consolidated section will enjoy school facilities rarely to be found in rural districts. And I am convinced that the ratepayers will find that the rate of taxation will be lower than the average of the ordinary rural section.

The Guysboro Board united, or rather reunited, into one section the two sections of Larry's River. Some fifteen years ago great pressure was brought to bear on the Board by petitions and personal representations, with a view to dividing the settlement of Larry's River into two sections. Yielding to this popular clamor, the sec-

tion was accordingly divided, with results that have abundantly shown the unwisdom of the step. Last year both sections were without schools.

In Antigonish county 64 sections had schools in operation, the total number of separate departments being 81, or an excess of 7 over the preceding year.

The total attendance was 2,800 as against 2,642 the year previous, and the proportion of population in school was 1 in every 4.8, as against 1 in every 5.1 the year before.

In Guysboro county, 80 sections had schools in 95 separate departments, or 12 more than in the preceding year.

The total enrolment was 3,716, as against 3,283 the year before, being 1 in every 4.9 of the population, while the previous year the proportion was 1 in every 5.5.

The total days' attendance by all pupils in Antigonish county for the year just ended was 285,101, and for the preceding year, 269,017; and in Guysboro county the corresponding numbers were 393,563 and 344,450.

Although the total number of separate departments in both counties was only 176, there were 184 teachers and substitutes employed during the year. This number was made up, by classes, as follows:

4 A's, 19 B's, 66 C's, and 95 D's. Of males there were 4 A's, 7 B's, 12 C's, and 15 D's; and of females, there were 12 B's, 54 C's, and 80 D's, or 38 of the former sex and 146 of the latter. Of the total number 60 only had Normal School training.

I subjoin in a tabulated form the average annual salaries paid the C and D teachers during the last five years. These classes of teachers constituted over 85 per cent. of the total teaching staff employed in my division. It is unnecessary to give the salaries of the four academic teachers in charge of the two County Academies, for they are fairly uniform, the minimum being practically fixed by law; nor do I wish to create a false impression by giving the average salaries paid the B teachers in the service, for while a number of them receive a good average salary, there are others, who, for reasons that need not be stated here, are willing to teach for a very trifling sum indeed.

Year.	C Male.	C. Female.	D Male.	D. Female
1901	$233.37	$220.90	$168.30	$156.52
1902	224.00	212.40	165.04	165.50
1903	233.68	209.05	178.15	163.32
1904	247.57	229.83	173.71	183.40
1905	254.35	229.56	184.49	174.29

From this table we find that, though the tendency is in the right direction, the increase on an average, in five years for C males has been only $20.98; for D males, $16.19; for C females, $8.66; and for D females, $7.77. This increase is pitifully small, and not, by any means, in keeping either with the increased cost of living, or with the increase in the value of other classes of labour, whether skilled or unskilled.

New school houses, superior in every respect to their predecessors, were occupied for the first time in the sections of Queensport, Middle Liscomb and Upper Whitehead. Sherbrooke, also, on representations made by me to the energetic Secretary of the section, W. H. Macdonald, Esq., provided and equipped a handsome room, to be used, hereafter, as a primary department, thus making the school a very efficient three-department one.

Of the sections making needed repairs during the year, I may mention those of Riverside No. 3, Old Salmon River Road, Roman Valley No. 5, Lower Liscombe and Wine Harbor, as making the most extensive.

The sections that made the principal additions to their school equipment, in patent seats and desks, maps, globes, dictionaries, and sand tables, are the following:—Marie Joseph, Lochaber No. 5, Upper South River, Boylston, Giant's Lake, St. Mary's River, and East Roman Valley.

One of the chief events, educationally, of the year was the Normal or Teaching Institute held at Port Hawkesbury during the week beginning September 26, 1904. As chairman of the committee which organized and conducted the Institute, I wish to avail myself of this opportunity to most cordially thank yourself and the many other educationists who helped, in so many ways, to make the Institute such a decided success; and, it is scarcely necessary for me to add, that the hospitable people of the pretty town of Port Hawkesbury will ever be kindly remembered by the 250 teachers, who, with their guests, received, on the occasion, so many kindnesses and courtesies at their hands. As the secretary will furnish you, no doubt, with a full report of the character and the excellent work of the Institute, I will forbear making any further reference to it, other than to say that many of the schools under my supervision furnish ample evidence of the benefit it has been to a large number of the young and inexperienced teachers employed in my district.

I have the honor to be, sir,

Your obedient servant,

A. G. MACDONALD.

To A. H. MACKAY, LL.D.,
Superintendent of Education.

Division No. 7.—SOUTH INVERNESS AND RICHMOND.

M. J. T. Macneil, B. A., *Inspector.*

Sir,—I have the honor to submit the following report on the schools and the educational conditions of Division No. 7, comprising the County of Richmond and the School Commissioners' District of South Inverness for the term ended the 31st July, last.

The District of Richmond comprises 70 school sections, two of which, however, may, for the time being, be looked upon as disorganized, having neither trustees nor school houses, viz., No. 34, Dundee, and No. 51, North Loch Lomond.

Besides these, four others, viz.;—No. 7, Lochside, No. 11, Rocky Bay, No. 27, Hureauville, and No. 54, Loch Lomond, had no school any part of the year,—a very gratifying improvement over last year, when 20 sections were reported as vacant. In Hureauville, a new school house was being built to replace the old one which had been condemned as being too small and otherwise unsuitable, both as to building and situation. In Lochside and Loch Lomond, the paucity of school going children might almost excuse the absence of a school. As for Rocky Bay, the sentiment in favor of education never was very strong, and I am afraid it is diminishing with the number of pupils, which is said to be very limited here also at the present time. It will thus be seen that there was school in operation in nearly every section of the county where it was reasonably possible.

The District of South Inverness, according to the revised list, contains 75 organized sections, of which 17 were without school. I have no data from which to make a comparison with the previous year, but I find from the Inspector's report that there were 19 sections without school in the whole County. The presumption therefore is, that there must have been a large increase in the number of idle sections in the southern district. The past term having been the first of my incumbency over this portion of the reorganized division, I have not been able to make myself very conversant with existing conditions, more especially as I have been much hampered by untoward circumstances; neither is there any basis for comparison of statistics as apart from the whole county.

The teachers employed were of the following classes:—

	A.	B.	C.	D.	Male.	Female.	Total.
Richmond	1	8	12	54	27	48	75
South Inverness	2	5	13	48	17	51	68

A striking feature of the above table is the preponderance of female over male teachers, especially in Inverness, where the proportion is three to one.

For some years past, the matter of salaries has been the dominating factor in keeping the schools open or closed. Before then, it was a question for the teacher of securing employment at the trustees' offer. The tables are turned somewhat. Hence we see a gradual increase in the salaries of all classes generally. In comparing averages, however, this increase does not always appear, because when the number is small, one or two very low salaries are sufficient to materially affect the average. Taking for example the absurdly low average salaries of the Class B teachers of South Inverness, as shown in the subjoined table, the explanation is that there were only two, both of whom, for obvious reasons were employed in poor, remote sections, the one at a salary of $75 and the other at $80, from the section for the term! It can scarcely be argued from the above fact that the average salary of *first-class* male teachers in South Inverness is $77.50, but it *can* be inferred that there is no demand for such teachers at a fair wage. The figures in the table include Provincial Aid:—

RICHMOND.

	Male.			Female.		
	B	C	D	B	C	D
1905...	$387 24	$257 68	$182 45	$315 24	$226 85	$174 12
1904 ..	390 16	249 59	191 81	292 16	211 46	168 64
Increase.	....	$8 09	.....	$23 08	$15 39	$5 48
Decrease.	$2 92	.....	$8 36	.....	.....	.....

SOUTH INVERNESS.

1905...	$187 74	$252 28	$158 25	$216 90	$218 30	$160 12

The decreases shown in the above table are due to just such circumstances as hinted at above. To compare the salaries of the South Inverness teachers with those of last year, for the whole County, would scarcely be a fair comparison, but I may observe that such a comparison would show a balance on the wrong side of the page in almost every class,—only the "C" teachers, male and female, showing a small increase.

The 14 additional sections in operation in the county of Richmond raised the enrolment by 283, or a small fraction over 20 pupils on an average for each additional school, making one for every 4.8 of the population, as compared with one in 5.3 last year.

The average number of pupils enrolled per school in Richmond county this year (ended July, 1905), was 37.4, as compared with 42 last year. In South Inverness, the average enrolled per school was 32.9.

The following salient figures, which I tabulate for convenience of comparison, will show that there has been a fairly satisfactory increase in all the items relating to attendance:—

RICHMOND.

	Pupils enrolled.	Boys	Girls.	Grand Total Days' attendance.	Average daily Present.	Per cent. of An. Enrol t.
1904..... ...	2524	1298	1226	253,934	1247 4	49.4
1905.....	2807	1472	1335	290,751	1456.2	51.8
Increase	283	174	109	36,817	208.8	2.4

SOUTH INVERNESS.

1905	2237	1180	1057	213,359	1094	48.9

The number of teachers having Normal School training was 32, as compared with 21 last year in the county of Richmond, and 21 in South Inverness.

The amount of money voted for school purposes by the sections having schools in operation, as per returns, was as follows:—

RICHMOND.

	Total amount voted.	Portion for Buildings, Repairs, etc.
1904.....	$7267 00	$ 961 00
1905..... ...	9133 00	1226 00
Increase	$1866 00	$ 265 00

SOUTH INVERNESS.

1905.....	$ 887 00	$1119 00

There is considerable progress to report in the matter of school building during the year. In the county of Richmond, new school houses were occupied in the five following sections:—No. 8, D'Escousse; No. 19, Louisdale; No. 26, Point Tupper; No. 61, L'Archeveque and No. 66, Grand River Road. The D'Escousse house is a large one-and-a-half story building, having two large rooms and a

spacious hall on the ground floor well finished, furnished and equipped. The rooms are probably the best in the county, while the building, in point of exterior appearance and stability of finish, is certainly second to none. The one at Point Tupper contains one large room, an ante-room, and a small wing which, in case of need, may serve for a class-room, all well finished in plaster, and the school room provided with ample blackboards and furnished with patent desks. The Louisdale school is also a good, spacious, modern house, well finished in wood, with the exception of the anteroom, and also provided with a complete set of patent furniture. The other two named, though unfinished inside, are good substantial and comfortable buildings. Both of these are also furnished with patent desks for pupils and teachers, and when completed will be no discredit to any rural section.

At Judique, South Inverness, a new school house was completed and occupied during the term, which is easily the best I have visited in any of the rural sections of the district. Standing on a good site, it presents a very attractive exterior, while the interior, barring one or two minor defects in planning, is all that could be desired. Neatly finished, furnished with a teacher's table and desks of the best quality and highest polish, provided with ample blackboards, cupboards and other conveniences, it speaks volumes for the public spirit of the trustees and ratepayers.

There were several other sections in which buildings were in course of construction, but there being no schools in operation, they were not visited, with the exception of one which may be left to a future report.

The general character of the school buildings and sites in this district (South Inverness) is rather disappointing, at a first visit, especially the older ones, of which there are a good many. Not only are the buildings of a primitive character and inadequate in size, but they seem to have been perched upon or poked into the most unlikely places, affording little or no opportunity for improvement of grounds, or even room for playful exercise, other than the public highway. The principal object aimed at in the selection seems to have been the exact centre, rather than hygienic or aesthetic considerations.

While anxious to avoid the appearance of over-officiousness and fault-finding at an initial inspection, I nevertheless found it absolutely necessary to recommend the condemning of the school house at Seaside, a populous mining section in the vicinity of Port Hood, where there was scant accommodation for 30 pupils, while the register showed an enrolment of 67. In this I found I was only following up the repeated warnings of my predecessor, and needless to say, that the recommendation was acted upon by the Board.

A fine school house of two departments, built only about seven years ago at L'Ardoise, in the county of Richmond, was destroyed by fire during the winter,—the result of defective heating arrangements, or carelessness in looking after fires. A moderate expenditure for caretaking would probably have averted so expensive an accident. An opportunity here presents itself of establishing a three or four department school by uniting the bereft section with the adjoining one of L'Ardoise (Centre) where a two department school already exists. The consolidated section would be much less than the prescribed normal size, being scarcely more than three miles in length. It is difficult to conceive on what principle or through what influences the School Board of that day could have been induced, in 1877, to divide this small territory, which had hitherto comprised but one section, into two. The present Board has performed its part towards remedying the mistake by passing, at its last meeting, a resolution re-uniting the sections, and this action is now awaiting the sanction of the Council of Public Instruction to give it effect.

At the last meeting of the South Inverness Board, several propositions looking to the union of adjoining small sections were considered and discussed, but the plans were not sufficiently matured for definite action. It is hoped, however, that some of these schemes will eventually mature.

The Inverness Academy at Port Hood, under the charge of Principal Smith, has reached a high degree of efficiency. There were 28 students enrolled—13 in Grade IX, 7 in Grade X, and 8 in Grade XI. Judging by the results of the Provincial Examinations so far as learned, the work of the year has been entirely satisfactory.

The schools of the Town of Hawkesbury, four departments, under Principal Matheson and a capable auxiliary staff, also maintained a high state of efficiency. In point of attendance, the High School is a close second to the Academy, having 23 students registered, 11 being in Grade IX, 8 in X, and 4 in XI. I have recommended that the Principal be henceforth relieved of preparatory work, Grade VIII pupils having been hitherto enrolled in the High School.

Excellent schools, under the careful and practical teaching of the "Sisters of the Congregation," are being conducted at Port Hood and Mabou, the former comprising three departments and the latter two. The school rooms of these establishments are so attractive, well kept and well appointed, that a visit to them is a pleasure and an inspiration.

The above named comprise all the graded schools in the district.

The Richmond County Academy at St. Peter's, in charge of Principal William A. Macdonald, had an enrolment of 34 students, —15 Grade IX, 12 Grade X, and 7 Grade XI. Mr. Macdonald is proving himself a very capable and successful instructor, and his pupils also made a very creditable showing at the Provincial Examinations.

After a number of years of decadence from lack of material, the old "Arichat Academy," under Principal Campbell, is coming to the front again. There were registered, last year, 27 students, 18 in Grade IX, 6 in Grade X, and 3 in Grade XI. At the July examination, were sent up all three of grade eleven who captured the coveted prize; 3 out of 4 who wrote Grade X were successful, while the fourth took Grade IX; and three out of six succeeded in taking Grade IX.

The Acadiaville school (2 departments), at West Arichat, deserves special mention. Principal Doucet, who has been in charge now four years, has brought the school to a very efficient state, and his students always acquit themselves creditably. Of five students who attended the examination, the only candidate for Grade XI was successful, and 2 passed out of 4 for Grade X. Of the unsuccessful two, one had only attended a portion of the term.

A third room was fitted up in the River Bourgeois school building, and at the beginning of the term the school was opened as a three department one, and a modest chemical and physical laboratory was installed.

The school house at Cannes, River Bourgeois, West, was divided into two rooms, and the school graded into two departments.

There are now in Richmond County nine graded schools of two and three departments.

The total number of High School students registered in each district was as follows:—

	IX.	X.	XI.	Total.
Richmond, 1904	81	31	12	124
" 1905	83	36	11	130
South Inverness, 1905 ..	90	30	14	134

Of the highly practical and successful Normal Institute, inaugurated and held at Hawkesbury in the early part of the term, I am not in a position to speak from personal observation, having been prevented by illness from attending, but I am pleased to be able to say that the teachers whom I have seen who did attend the meetings, are unanimous in their expressions of approval of the system, and of the

benefits received from most of the model lessons taught. Many of the hints and "pointers" received and methods witnessed for the first time, were being put in practice by the teachers with more or less success. There is no doubt that the witnessing of actual teaching by expert educators, or even of well prepared suggestive lessons by some of our ordinary bright and thoughtful teachers, with the discussions elicited thereon, is productive of more beneficial results than the hearing of papers, be they ever so erudite or ever so practical and suggestive, as at the ordinary Teachers' Institute.

I have the honor to be,

Your obedient servant,

M. J. T. MACNEIL.

To A. H. MACKAY, LL.D.,
Superintendent of Education.

DIVISION No. 8.—NORTH INVERNESS AND VICTORIA.

JOHN MACKINNON, ESQ., *Inspector.*

SIR,—I have the honour to submit the following report of the schools in Division No. 8, comprising the District of North Inverness and Victoria county, for the year ended July, 1905:—

A new list and record book of the sections of each of the districts has been made, in which the sections are numbered in consecutive order, avoiding fractional numbers.

The change of location of the dividing boundary line between the districts of South and North Inverness has added to the number of sections in the latter, making at present 70 sections in North Inverness. Of these, seven were without school during the year,—all of them being sparsely settled, and very weak financially.

In Victoria county, out of sixty-three organized sections, 16 were without school—four less than in the preceding year, when 20 were without school. Of the 16, six sections are in the Cape North District, whither, notwithstanding that fairly good salaries are offered, teachers are unwilling to go, owing to its isolated location. Four of the remaining ten are largely depopulated, and five sections declined to make sufficient provision to induce teachers to engage. The tenth section, "Plaister," after two years' contention respecting a site, is building a new school house to replace the old.

The eight sections into which Boularderie Island had been divided, have been by judicious consolidation reduced to five—replacing four dilapidated school houses by two new and commodious buildings—one at Big Bras d'Or, the other at Kempt Head.

The School Board, at its recent meeting, by a unanimous vote, consolidated five weak sections at Baddeck River into two of normal size, and satisfactory financial ability. This measure is at present awaiting consideration at the hands of the Council of Public Instruction.

The Academy building in Baddeck was finished and taken over by the trustees in the first quarter of the school year. The school rooms are being handsomely finished, quite commodious, and furnished with the necessary equipment.

Though the classes were late in opening, the building not being finished in time, very satisfactory progress was made in all the departments of the school.

In common with the trustees, I regret the reported retirement of the very efficient principal, Mr. J. Crerar McDonald, who has largely contributed, in conjunction with the other members of the teaching staff, to the present high standing of the Academy.

I am pleased to be able to report a substantial increase in the enrollment of pupils, and in the aggregate attendance both in Victoria and in North Inverness. In the former, 334 pupils were in attendance over that of last year, with an aditional aggregate of 34,649 days.

A new school house has been erected in Neil's Harbour section, with three good class-rooms, giving ample and much needed accommodation to the graded school of that isolated but progressive section. The building and equipment reflect much credit to trustees and ratepayers.

In the area now comprising the district of North Inverness,—out of its 70 sections, 7 were vacant, through depopulation and financial weakness, the number vacant last year being 9.

A gratifying increase in enrollment and attendance was also visible, there being 305 more pupils registered, and aggregate attendance increasing by 26,282 days. This is largely accounted for by the additional school accommodation provided at Inverness Mines. In that growing town, two substantial and commodious school buildings have, during the past year, been erected, with ample class-rooms for

four departments in each. Only one of these buildings is the property of the section, the other being the property of the R. C. congregation of the town, and was built with ready promptitude through the efforts of the Reverend pastor of the parish, Rev. A. L. Macdonald, —the town building only affording accommodation to about half the school population in that mining town.

Seven departments were in operation in all, with an average enrollment of 55 each.

The 72 teachers employed in North Inverness are classified as follows:—B, 8; C, 24; D, 40. Male, 34; Female, 38. Holding Normal School Diplomas, 24; new teachers, 12.

The 51 teachers employed in Victoria—A, 1; B, 5; C, 19; D, 26. Male, 16; Female, 35. Holding Diplomas, 13; new teachers, 14.

There is a visible improvement in the salaries of the lower classes, especially in that of the D teachers. Progress is also made in equipment in the repair of school buildings, and in the greater attention given to the comfort of pupils and teachers by improvements in heating the school rooms.

The quality of the work done in the school-room greatly varies. The superior salary paid in the towns and larger villages attract the best teachers from the rural sections, leaving these to the young and inexperienced D teachers, who compose fully one-half of the entire staff of the Inspectorial Division.

Subject to such conditions, the teaching must necesarily be, in very many instances, inefficient and inferior, and will continue so until adequate salaries will attract more competent teachers.

Some eight or ten of our better B and C teachers have left this division and have gone to our new Western Provinces to engage in teaching at salaries of from five to seven hundred dollars,—and more are likely to follow.

In the last week of September, a very successful Teaching Institute was held from Monday to Friday at Port Hawkesbury, in which the six Eastern Counties took part. Many experienced educationists were present and assisted. The attendance of teachers was large, and they were heartily welcomed and handsomely treated by the corporation and citizens. Much useful work was done by the efficient teaching staff, to the great advantage of the D and C untrained teachers present.

I have the honor to be, sir,

Your obedient servant,

J. MacKinnon.

To A. H. MacKay, LL.D.,

Superintendent of Education.

Division No. 9.—PICTOU AND NORTH COLCHESTER.

E. L. Armstrong, Esq., *Inspector.*

Sir,—The school year, which ended on July 31st, was one of peculiar consequence when viewed in the light of its bearing on the attendance and progress of the pupils in the public schools of this division. The attendance at school during the first half-year was larger than for two years previous, and augured well for a successful year in school work; but the second half-year opened with fierce and continued storms of snow which blocked up the highways in the rural districts, thus putting an effectual damper on all school work. In many sections the school was forced to close, and remained so far several weeks. To render the situation still more discouraging, an epidemic of measles made its appearance, and spread over nearly the entire division. For these two reasons the work during the second half-year was nearly paralyzed, and little or no progress could be made.

For the two previous years the attendance at school during the second half year was considerably in excess of that of the first; but during the year just closed, the order was reversed, the attendance for the second half-year falling 38,000 below the first half-year. The town schools were not affected to the same extent, and the recovery in attendance was much more rapid and satisfactory.

The total number of teachers employed was 286, of whom 127 were Normal School graduates, an increase of 3 over last term. Of the total employed, 30 were males and 256 females.

There was an increase in *new* teachers employed, the total being 46. A large number, 142, were *new* to the section in which they taught, and we are therefore confronted with the fact that 188 schools and departments changed teachers at the beginning of the term—a condition which must be deplored. In this connection I may state that these annual changes are, to a large extent, unnecessary, and are not generally desired either by trustees or ratepayers. They indicate a migratory disposition on the part of teachers, young and old, who are not so anxious about the progress of the pupils under their care as they are for a change in their condition or circumstances. This drifting of teachers from one school to another works injury, not only to the school, but to the teacher as well; and is too often a confession of superficial instruction in methods and inability to lay a solid and deep educational foundation.

There were registered in all the public schools of the division, 9,527 pupils—a decrease of 127 compared with the previous term.

The average attendance of all pupils, notwithstanding the inclement weather in mid-winter, increased somewhat over the last year, giving a total days' attendance of 1,127,677. The number of registered pupils given above does not furnish a correct idea of the number of children of school age in the division, as it is well-known that in nearly every section there are pupils of school age who are not sent to school, but are permitted to grow up in ignorance and other attendant vices. Notwithstanding our boasted system of education, it is obvious that there are numbers of children who reap little or no benefit from its provisions. The Compulsory Law is practically a dead letter in the sections which have adopted it; and it would seem that in such sections its adoption has been the means of shelving it for time to come.

The work of Grade XI was attempted in five rural, miscellaneous schools of Pictou county, but not without occasioning much complaint on the part of those ratepayers who had children in school, and who, by observation and experience, have long since decided that such work can only be taken up in these schools by neglecting the common school grades, and thereby inflicting a wrong on the educational prospects of the community.

Three teachers in the division competed successfully for the Rural School Library grant, viz.,—D. S. MacIntosh, West River; Miss Alice MacRae, Durham; and Miss Maude Brennan, Old Barns. The last-named secured the $10 grant. These teachers, who, by their untiring efforts, have secured for their respective sections the benefits of a school library, have conferred a boon on ratepayers and pupils alike, and are worthy of commendation.

The work being done in Old Barns, Bible Hill, Brookfield, and Belmont, under the direction of Mr. P. J. Shaw, B. A., Macdonald director of Nature Study, is becoming more interesting. The School Garden in connection with each school has now been brought to such a state of efficiency that encouraging results are being obtained. Here the wonderful processes of growth and development are noted and studied in relation to their bearing on agriculture, horticulture, etc., so that the influence of Mr. Shaw's work on the young people who come under his instruction must be regarded as exceedingly important when viewed in the light of the future.

Some preliminary work looking to union of school sections has been undertaken in this division, which it is hoped may bear fruit in the near future. Time is needed to break down the prejudices and objections against the scheme of consolidation, but these it is believed must soon give way to a candid and careful consideration of the question which will lead to the adoption of the principle in many sections.

On account of the call for teachers from the West, and for other reasons, the teaching strength of this division has been considerably diminished, a circumstance which must cause anxiety to all interested in common school education.

Last winter, the school house at Six Mile Brook was destroyed by fire, and a new building has now been erected on a better site. The new school house is a credit to the section, being finished in wood within, and provided with modern furniture.

Bible Hill section, after much difficulty in the selection of a suitable site, has commenced the erection of a new school building which will furnish sufficient accommodation, even if two or more of the neighbouring sections unite with it to form a consolidated school.

River John is also erecting a school building which will be large enough for its own pupils and those of other sections adjacent.

It affords me much pleasure to testify to the excellent work being done in the County Academies of Pictou and Truro, the former under the able direction of Principal Maclellan, and the latter under the supervision of Principal Campbell. Each of these gentlemen, aided by a faithful and efficient staff of teachers, is carrying High School work in this division to a position not hitherto attained.

The appointment of J. T. McLeod, Esq., two years ago, as principal of the New Glasgow schools, has wrought a much needed change in both the Common and High School departments in that enterprising town, and all departments are now in excellent working order. The schools of Westville, under Principal Finlayson, and Stellarton, under Principal J. W. McLeod, have also done commendable work.

The average salaries paid male and female teachers of this division for the past year, not including Provincial grant, were:—

	A.	B.	C.	D.
Male	$875.62	$552.50	$177.18	$126.66
Female	372.50	206.10	163.75	113.13

The above figures do not give reliable results for comparison in reference to male teachers and females of Class A, on account of the small number of each class employed; but the figures relating to salaries of female teachers of classes B, C, and D, are reliable, and show a small increase over those of last year.

For further information I beg to refer you to the statistics and abstract tables which have already gone forward to the Education Office.

I have the honor to be, sir,

Your obedient servant,

E. L. ARMSTRONG.

To A. H. MACKAY, LL.D.,
Superintendent of Education.

Division No. 10.—CUMBERLAND AND W. COLCHESTER.

Inglis C. Craig, M. A., *Inspector.*

Sir,—I beg to submit for your information my annual report on the schools of Division No. 10, which include the districts of Cumberland, proper, Parrsboro (North), and West Colchester.

There were two hundred and seventy-eight schools in session, employing two hundred and ninety-three teachers. There were in Cumberland County fifteen school rooms vacant, and in the Colchester district one. Two in Cumberland were closed on account of disaffection towards consolidation; five were closed by the ratepayers at the annual school meeting on the ground that the attendance at school did not warrant the expense.

Lower Wentworth, Kilarnly, Lower River Hebert, Farmington, Clairmont, and Beaver Meadow, have not together ten chidren to attend school. West Hansford, with five children to attend, desired a school, but no teacher could be secured for a partial term. At Westchester, Mt. Greenville, Cross Roads, and Westchester Lake, there are thirty children who should have access to a school, but their financial conditions do not permit of it. Moreover, the school houses are so poor that they are not fit for occupancy save for a period in summer. Could the sections control the means, some of the pupils could be conveyed to Westchester Station.

Six of the schools vacant last year are in session the current school year. I am glad to report that there are so few instances of privation in the district.

In many small and sparsely settled sections there are schools which have no excuse for existence. It would have been far better for them in years gone by had the Commissioners refused their petitions. While school is supported. it is done in so half-hearted a manner that little advantage accrues therefrom. The indulgence has begotten an indifference to the privilege of a school. To suggest depriving them of it, even when not effectively used, provokes a rancorous opposition to the person who dares to make the suggestion.

This district has been for years the recruiting ground for a supply of teachers to some other parts of the province. Permissive or provisional licenses have never been thought of. Last year, for the first time, there was a deficiency in the supply, and three provisional licenses were issued respectively at Folly Lake, Castlereagh, and Millvale. This year twenty such favors have been asked for, and

many were granted. If the experiments are not more fortunate than last year, it bodes ill for education in this part of the province. In the winnowing process of examination for teachers, many enter the profession who have not the qualifications, natural or acquired. What will befall the profession if licenses have to be issued promiscuously to mere boys and girls?

The following school sections, from the statistics tabulated, are evidently proper subjects for absorption into their neighboring sections. They were formed in violation of the sound principles now laid down by the Council of Public Instruction, and as soon as they fail to regularly maintain school, it is proposed to consolidate them:

Section.	Children.	Approximate Distance from School Room to School Room.
Keble	15	2 miles from Denmark.
New Truro Road.....	9	2 " Tatamagouche.
North Earltown	3	2¼ " East Earltown.
Portaupique.....	19	1½ " Montrose.
Little Bass.....	39	1¾ " Bass River.
Highland Village.	15	2 " Great Village.
Mt. Pleasant	19	2 " Great Village.
Londonderry Station...	29	1⅞ " Acadia Mines.
Portaupique Mt.....	8	2½ " Bass River.
West Pugwash.....	14	2 " Pugwash.
East Pugwash River...	14	2¼ " Conn's Mills.
Amherst Point	13	1¾ " West Amherst.
Lr. River Hebert.... .	20	2 " River Hebert.
Little Forks.....	13	2 " Athol.
Cross Roads.....	31	1½ " Parrsboro.
Sugar Hill.....	6	2½ " Canaan.

In very few instances are the pupils in the sections named above beyond a reasonable walking distance from the neighbouring school. Children in other sections of the district are walking farther, are more appreciative, and are reaping better results for their efforts.

The registration of this division was 11,038 pupils whose aggregate attendance was 1,272,756 days. The latter is a better showing than last year; yet with schools at every door the attendance is not what it should be.

Truancy and parental indifference are everywhere manifest. By reference to trustees' returns, thirty, forty and fifty per cent. attendances are very common. One is bound to ask himself the question,

is not this school right too cheap? Would it not be more appreciated were it obtained at a greater sacrifice?

Idleness, disregard of authority, and truancy in the public school are but the outward expression of the errors of parental training. The parent who renounces all responsibility concerning his children's training is the despair of a good teacher and the utter ruin of a poor one. Truancy is not confined to the towns; it is prevalent in country sections where there is no local power to place on it any restraint. In towns it is unnecessary where the machinery is at hand to operate it. In incorporated towns it should not be optional to execute the Compulsory Attendance Act. Often, as an excuse for non-attendance, the plea is made that parents are poor and their children's services are needed to eke out a living. My observation of many cases has led me to believe that children are sacrificed to the parent's own comfort and ease. No claim should be made upon a child's time until he is fourteen such as will deprive him of a fair education. Against such selfishness and ignorance children should have protection.

Amherst is the only town that persistently, and with good results, enforces the Truancy Act. Springhill and Parrsboro have allowed the law to lapse and become a dead letter. Springhill, for the reason that if enforced there would not be room to accommodate all who would be in attendance. There were registered in this town 1,357 pupils, taught by twenty teachers, with an average registration of 67.8. This surely is a tremendous task to impose on a teacher, and expect it to be done well. The average registration for each teacher in Cumberland is 41, and in Colchester 33.5.

Earlier reports have shown how ineffectual the Compulsory Attendance Act in its present form has been. The initial step in its enforcement must be taken outside of local parties. It would not increase inspectors' and teachers' duties materially to report to a stipendiary in every polling district the number of pupils not making the minimum attendance required by law. If it were his duty to take cognizance of such cases the machinery of the present Act could be set in motion. As long as the law is left to local parties to operate it will never be done. Better that the statute had never been written than left a scare-crow to puny boys.

The most notable improvement of the year has been made at Advocate Harbor, in the District of Parrsboro. This community extends in one street six miles along the shore. The school registration of this village, composed of two sections each hitherto having a two department school house, has been over 200. These school buildings had been condemned by the District Board; so the time seemed opportune to bring these two people together. It was a great waste

of energy for one community to be duplicating its work every year. All could attend the Church and the Sunday-School in the heart of the settlement. Why not attend one public school of better rank? Last January, at a public meeting, I made an appeal for these sections to accept the suggestion of the Commissioners to unite, and in a most liberal spirit it was done.

During the summer an up-to-date house of four class-rooms, with spacious halls, wardrobes and library, has been built, and will be ready for occupancy early next school year. To place those in reach of school who live beyond a reasonable walking distance, $300 was voted at the annual school meeting in June to defray expenses of conveyance.

At Wallace Bridge, where there had been no school for two years, due largely to a difference of opinion as to where a new school house should be located, there has been erected a substantial house. While not just as modern in design as desired, it is fairly acceptable after much unnecessary contention.

Among the one-roomed rural school buildings, that recently erected in Forest Section, District of Stirling, stands prominent in design and structure. Separate entrances and wardrobes for boys and girls, rooms for library, apparatus and fuel, all under one room, make it a most desirable place in which to attend school. Then, to satisfy the most exacting of teachers, it is equipped with the best set of blackboard in this district. This last feature is worthy of note, so few sections being provident enough to give their teachers such a workshop where the full benefit of their labors may be reaped by the school.

Soon after the erection and occupancy of the new Academy in 1892, on Spring Street, Amherst, it was found necessary to go back to the old Academy, Acadia Street, with the overflow of attendance. The latter's unsanitary and delapidated condition, with the pressure of a rapidly increasing population, made it imperative for the town to provide more rooms. During the year a four department building of brick, two stories high, was erected on the old Academy site. It contains the necessary class-rooms, ample corridors, and well-lighted basements, in which are placed the lavatories. Munificently as was the new Academy appointed and equipped, this later building is even more comfortable and commodious.

In Springhill an annex of two rooms was made to the Herritt Road School. This, however, gave little relief to pressure, as the report above indicates.

In recent years two books have been prescribed by the Council of Public Instruction, which are beginning to show excellent results. These are Sykes' Composition and Augsburg's Manuals of Drawing. To teachers these are proving very helpful, both being so eminently practical in the presentation of their respective subjects. In the examination of drawing, I find indubitable proof that this subject is asserting its proper place under the intelligent direction of such guides in clearer hands.

On the 18th, 19th and 20th of April, in Springhill, 177 teachers of this division registered at the annual session of District Institute. The programme, which is published elsewhere, was followed out faithfully and to the great advantage of all participating in it. Dr. Soloan, Principal of the Normal School, contributed much to the success of the sessions. Always ready, always willing, to lend a helping hand, his presence was an inspiration to the teachers.

A surplus of funds belonging to the Institute determined the members thereof to give thirty dollars of the fund to the first fifteen schools establishing a library the current year. It is to be hoped that many will avail themselves of the offer. It will be in the interests of the school, and of the teachers, to foster a love of reading and to have pleasant associations with the thoughts of books. The Common Schools will never be fully equipped until a good library is found in each of them.

Fuller information respecting this division may be found in the tables which accompany this report. Excepting Division I, which contains the City of Halifax, with a Supervisor, it will be observed that the statistics exceed those of any other Inspectorial Division of the province.

I have the honor to be, sir,

Your obedient servant,

INGLIS C. CRAIG.

To A. H. MACKAY, LL.D.,
Superintendent of Education.

Division No. 11.—CAPE BRETON.

T. M. Phelan, B. A., LL.B., *Inspector.*

Sir,—I beg leave to submit the following report on the schools of Inspectorial Division, No. 11, embracing the County of Cape Breton, for the term ended July 31st, 1905:—

The number of school sections on the revised list for this division was at first 121. But before the beginning of the term four of these had ceased to exist separately. Bridgeport, No. 12, had become part of the Town of Glace Bay; Oakfield, No. 31, had been united to Hillside,—the new section now being No. 28, Hillside; and Gillis Lake, No. 103, and Head of East Bay, No. 106, had been absorbed in the large new section known as East Bay, No. 94. There were thus 117 sections remaining. Among this number 36 were without school during any part of the term. A few of these are well able to employ a teacher, but had been disappointed in securing the services of one. They had not been vacant the year preceding, and in a number of them schools are again in operation. In certain cases the difficulty might be wholly or partially removed by a union of two or more sections. Three were united at the last annual meeting of the Board of School Commissioners for the district,—Woodbine, Morley's Road, and The Meadows. The new section is The Meadows, No. 35. A school house is now in course of erection there. It will likely be occupied for the second half-year if a teacher can be procured.

As I have had but one year's experience as Inspector, my information in regard to many of the vacant schools is not extensive, and possibly, not accurate. Thus any suggestions I may have to offer touching them are offered with much diffidence. It seems to me that if all the people in weak sections could be induced to work harmoniously in the interests of education, conditions might be improved very considerably. But there is almost everywhere a large percentage of the grown-up population whose wishes apparently would be met by the abolition of schools altogether. Many of these have no children to send to school, and they are not intelligent enough to perceive that what would benefit the community generally would benefit themselves. Such individuals are usually faithful in attending the annual meetings. But their purpose in attending is not to accomplish anything useful but to have the amount voted for school purposes kept as small as possible. Again, there are many men elected as trustees who should never be permitted to hold so important a position. Often they are merely representative of those parties whose selfishness or ignorance would, if allowed to prevail, prevent

sufficient funds for the support of a school from being voted. It has been suggested in reports of Inspectors that trustees should possess other qualifications besides those prescribed by the Education Act,—that there should be, on account of their circumstances, or for some other reason, a guarantee that they would, while in office, exert themselves in the best interests of education. This suggestion appears to me to be an excellent one, and one which should be reduced to practice.

I hope we have not many trustees who actively interfere to keep schools closed, or to render them inefficient. But I suspect there are some of these, and I believe that many trustees are, at least, passively culpable in this regard. The provisions of the Education Act, intended to be invoked in such cases, seem to me to be of little practical utility. I may have a different story to tell when my experience shall be greater. But I have found that ratepayers, though often ready enough to write lengthy letters complaining of alleged misconduct or neglect of their trustees, are quite unwilling to institute proceedings for the remedy of the evils they describe. They will do nothing themselves, and it might well happen that an inspector who should bring an action against a negligent trustee would find the evidence adduced in court fall far short of his expectation, and himself liable for the costs incurred. No doubt, there are occasions when the careless trustee can, by legal process, be induced to attend to his duties, but these are necessarily rare, and I feel that we can never be assured that school boards will be fully alive to their responsibilities until worthless individuals shall be debarred from becoming trustees.

There are, however, quite a number of sections in this division where I believe all the people are making honest efforts to keep up a school and are meeting with failure. As already stated, some of these could possibly be advantageously joined to other sections, and their difficulties thus removed. But there are still left some, where, on account of length of distances and badness of roads, union with others would be out of the question. Moreover, most of this class are growing continually weaker through decrease of population. Hence, under existing conditions, the likelihood of their ever being able to keep up a school again is very remote.

The cause which, in general, trustees assign for school continuing closed, is scarcity of teachers. This is, I suppose, the true cause. Teachers willing to engage in labour of a most trying character for what they are offered in many of our rural schools, are undoubtedly scarce. But when one knows the meagre salaries that are paid, and sees the inconveniences and discomforts to which teachers in some places are subjected, and considers the inducements which nowadays other occupations hold out to young men and women, it strikes me that one cannot but marvel at teachers being so plentiful.

I have had a large amount of trouble and extra labour on account of erroneous and defective returns. This is the reason why some of my reports have been so late in reaching the Education Office. A number of trustees' returns from graded schools were wrong in important respects on account of the rules which govern transfers having been disregarded. Undoubtedly, it is difficult to have the results balance properly in a large section where there are many departments, and where pupils are moving from one locality to another, but that they did so balance in the largest section in the whole division, shows that this necessary end may be attained by care and system.

Some teachers seem to be quite indifferent as to what is stated even in the affidavits appended to the returns. Thus one teacher set forth, in the affidavit to the semi-annual return, that the number of days taught was ninety-nine, and in the affidavit to the annual return, that the number of days taught during the first half-year was one hundred. In another affidavit I find that the number of days taught during the first half-year was four thousand one hundred and seventy-six, and during the second half-year, four thousand and forty-six. Would it be impertinent to ask whether persons who commit such errors have any just notion of the meaning of an oath? It may well be supposed that when such serious mis-statements are made in that portion of returns, whose accuracy is guaranteed in so solemn a fashion, grave mistakes are to be encountered in other places. Even when they are of a character which permit of correction without the sending back of the return, loss of time, often very considerable, is the result. I consider it advisable that I should say thus much about bad returns, because they are responsible for my lateness in the completion of the abstracts and in the preparation of this report.

It is a pleasure to state, however, that the vast majority of the teachers in this division filled-in the returns completely and correctly. Nor should I omit to mention that the work of a large proportion of them in the class-room has also been very satisfactory. With comparatively few exceptions the Common Schools were well conducted. The pupils in the County Academy at Sydney, under the direction of Messrs. Armstrong and Stewart, made very gratifying progress, and excellent results in High School work were also attained in the large and well-equipped schools at Glace Bay, Bridgeport, Sydney, North Sydney, and Sydney Mines, as well as at Louisburg and Old Bridgeport.

An account of the progress of affairs in the East Bay Consolidated Section has already been forwarded. The annual enrolment was 83. Of these pupils 31 resided more than two miles from the school, of whom six, in the Glen Morrison part of the section, were accustomed in favourable weather to walk home in the afternoons. The

remaining 25 were always conveyed both ways every day. The average attendance for the year was only 42.1. This was due largely to the late opening of the school,—September 26th being the date of commencement,—and to the storminess of the winter. For seventeen days the teams which conveyed pupils were unable to make any trips. This is by far the best rural school in the County. The grounds are of fair size and are well adapted naturally for their present purpose. The building itself is large, commodious, and well-appointed. The second story can readily be fitted up for a second department, and it will likely be needed as such in the near future.

In all 202 schools were open during the term. The total number of licensed teachers employed was 212. Of these ten were substitutes. The abstracts of returns give all the statistical information touching the teachers which, I presume, is required. It may seem somewhat singular at first glance that the average salary of C and D female teachers was higher than that of male teachers of corresponding class. The explanation lies in the circumstance that nearly all the latter were employed in rural sections where generally salaries are lower than in towns or villages.

In a number of country sections, neither the school house nor its equipment is quite as good as it ought to be, but improvements are gradually being made. In three sections—Hillside, Ball's Creek, and East Bay, new schools were occupied for the first time. It may be said, however, that a very large proportion of the schools which were open during the term are fully up to the standard in every way, and it is but fair to state that for this pleasing condition of affairs, a vast amount of credit is justly deserved by Mr. M. J. T. Macneil. For twenty-three years he was Inspector of Schools for the County of Cape Breton, and the fact that in every part of the County all the people whom I heard refer to him, did so in eulogistic terms, is evidence of the tactful and competent manner in which his duties were discharged.

I have the honor to be, sir,

Your obedient servant,

T. M. PHELAN.

A. H. MACKAY, LL.D.,
Superintendent of Education.

APPENDIX C.

SCHOOLS OF THE CITY OF HALIFAX, 1904-5.

1.—REPORT OF THE CHAIRMAN OF SCHOOL COMMISSIONERS.

To A. H. MacKay, B.A., B.Sc., LL.D., F.R.S.C.
Superintendent of Education, Nova Scotia.

Sir,—On behalf of the Board of School Commissioners for the City of Halifax, I have the honor to submit for the information of the Council of Public Instruction, the annual report of the Supervisor of Schools for the school year ended 31st July, 1905, and also the report of the finances of the Board by the Secretary, for the financial year ended April 30th, 1905.

The School Board appreciates very highly the good work of the Supervisor, Mr. McKay, in securing a high standard of efficiency in school work, and the untiring faithfulness of the Secretary, Mr. Wilson, in keeping accurate and systematic records, readily accessible, and his vigilance in looking after the school property and in guarding the financial interests of the Board.

It must be admitted that the school expenditure is increasing more or less each year, but not to a greater extent than the demand for more and better school accommodation. Continued increase in the number of pupils and in higher ideals of sanitary conditions, and of better appliances, necessarily mean increased expenditure. For the financial year ended 30th April, 1905, the schools cost $125,596.21, an increase of $2,733.41 over the preceding year.

The reports show that the Academy has maintained its usual high standard. The Commercial department is doing good work in meeting the demand for a practical education suited to a mercantile community.

This tendency is also manifested in the popularity of the Manual Training School, where Miss Bell, in domestic science, and Mr. Gardner, in mechanic science, are doing excellent work with a full attendance.

During the last year, two large school buildings were erected and completed. The site and building occupied by St. Mary's Boys' School on Barrington Street were long felt to be unsuitable for school purposes. The new building is on a much better site, opposite Grafton Park, and reflects credit on Mr. West the architect. The builder, Mr. S. M. Brookfield, has kept up his well-earned reputation for supplying the very best material and most thorough workmanship in every part, from the concrete basement floor to the turret. There are eight rooms for boys, and two for girls, an assembly hall, and a very good basement. The rooms are supplied on three sides with slate blackboards of the very best quality.

I am pleased to be able to report a new school on Kaye Street. St. Joseph's School was built to relieve the over-crowding at Young Street School. It is, I believe, one of the finest school buildings in the City. The architect and builder are to be congratulated on the good taste displayed, the quality of the material supplied, and the good workmanship throughout. The building and grounds cost $23,066.40.

Bloomfield School was enlarged by the addition of two rooms at a cost of $5,383.38, so that now we have here a school of eight departments, with a playground of two acres. A part of this land might well be utilized for a school garden on as large a scale as could be desired.

The sanitary arrangements of some of the schools, particularly Compton Avenue, Bloomfield and Young Street, have been completely renovated at a very considerable cost. It is the purpose of the Board to continue this work as the finances will permit, until the most approved appliances may be found in all the schools.

The Compulsory Attendance Act has been carried out by the Executive Committee of the Board in the most thorough and effective manner of which the reformatory institutions existing in our midst would permit. Mr. Anderson, the truant officer, performed his difficult and arduous duties in the most impartial and efficient manner. I notice that the school returns show an improved attendance of nearly two per cent.

The monthly public examinations of the schools were carried on regularly for the year. They stimulate teachers and scholars and interest parents, as was shown by their increased attendance on these occasions.

The desirability of providing for the superannuation of teachers was carefully considered during the year. A scheme was formula-

ted by a special committee, and when submitted to the teachers and Commissioners it met with unanimous approval, after the fullest discussion, so that it now merely awaits the approval of the Government.

Under the proposed plan the teachers would pay such a percentage of their salaries to the Board that, under conditions similar to those that have hitherto prevailed, their contributions would very nearly meet all demands.

Respectfully submitted,

G. A. TAYLOR, *Chairman.*

Halifax, N. S., 3rd February, 1906.

II.—THE SUPERVISOR'S REPORT.

TO THE BOARD OF SCHOOL COMMISSIONERS FOR THE CITY OF HALIFAX:

Gentlemen,—I have the honor to submit herewith my report on the Halifax Public Schools for the year ended July 31st, 1905.

I.—STATISTICAL TABLES.

CONSPECTUS.

Kind of School.	No. of Depts.	No. of Teachers and Class of License.
Academy	9	4, Class A. 2, " B. 1, " C. 2, Unlicensed Assistants—specialists in Modern Language and Drawing.
High	3	2, Class A. 1, " B.
Common	141	7, Class A. 66, " B. 64, " C. 4, " D
Kindergarten	1	1, Class C.
Reformatories	4	3, Class C. 1, Unlicensed Assistant.
Manual Training	3	2, Class B. 1, Specialist in Domestic Science, Diploma, South Kensington, Eng.
Total	161	

There are four teachers in the Common Schools who devote half their time to High School work, viz., two in St. Patrick's Boys' School and two in Alexandra School. St. Patrick's Boys' School had 23 pupils in grade IX, and Alexandra had 19 boys and 23 girls, also in grade IX. Of these quite a number took the Provincial Examination and passed into grade C in the Academy. Others were admitted into the D class or into the Commercial Course.

A large proportion of the pupils of the Senior Class in Alexandra School were those who had failed in the Academy Entrance Examination. As the class numbered only 42, it was possible for the teachers to give personal attention to the pupils most needing it. In addition to this their failure at the Academy Entrance Examination may have acted as a stimulus, so that by entering Alexandra School many of them gained a year and acquired habits of more strenuous exertion.

The special teacher of Drawing was employed throughout the whole year directing the work in the schools, and giving special instruction after school to the teachers who most needed it, and who were sufficiently enterprising to make the best of their opportunities.

In order to prevent overcrowding in the primary departments of Bloomfield, Compton Avenue, Quinpool Road and Richmond Schools, it was found necessary to open temporary departments for the months of May and June.

TABLE I.

ABSTRACT OF TEACHERS' RETURNS OF THE COMMON SCHOOLS, KINDERGARTENS AND REFORMATORIES FOR 1904 AND 1905.

		1904.	1905.	Increase.	Decrease.
Male Teachers	A. (Academic)	6	6	.....	.....
	B. (First-class)	4	6	2	.....
	C. (Second-class)	5	3	.....	2
	D. (Third-class)	1	1	.....	.....
Female Teachers	A. (Academic)	3	3	.....	.....
	B (First-class)	61	63	2	.....
	C. (Second-class)	61	64	3	.....
	D. (Third-class)	5	3	.....	2
Totals	Male	16	16	.....	.....
	Female	130	133	3	.....
	No. of Departments	146	149	3	.....
Having Normal School Diploma		76	78	2	.....
No. of teaching days		204	204	.....	.....
No. of pupils enrolled		7827	7990	163	.....
No. over 15 years of age		345	350	5	.....
No. under 15 years of age		7482	7640	158	.....
No. of Boys		3934	4030	96	.....
No. of Girls		3893	3960	67	.....
Grand total days' attendance		1105069	1227267	122198	.....
Average present daily		5602	5880	278	.....
Percentage of attendance		71.9	73.6	1.7	.....
No. of pupils daily present with each teacher on an average		38.3	39.4	1.1	.....
Cost per pupil		$14 49	$15 02	$0 53	.....

It will be noticed from this Table that there was an increase in the number of teachers, and a still larger proportionate increase in the number of pupils, and in the percentage of attendance.

The last two years taken together show an increase in attendance of nearly 5%—a very satisfactory result which may probably be mainly credited to the judicious enforcement of the Compulsory School Act.

TABLE II.

Abstract of High School Grades.

	1904.	1905.	Increase.	Decrease.
County Academy:				
Grade D	137	117	.....	20
Grade C	113	125	12	.....
Grade B	72	83	11	.....
Totals	322	325	3	.....
High Schools:				
Grade D	84	103	19	.....
Grade C	32	29	.....	3
Grade B	10	16	6	.....
Totals	126	148	22	.....
Academy—Cost per pupil	$39 25	$33 22	.....	$6 03
High Schools—Cost per pupil	35 47	27 05	.....	8 42

There has been an increase of 25 in the number of pupils doing High School work,—a greater proportionate increase than in the common schools.

After making every allowance for the number attending private schools, the percentage of pupils doing High School work in Halifax is very low,—lower than in Kings, Colchester, Pictou, and many other places. It is satisfactory, however, to know that in Halifax there are comparatively few failures in the Provincial Examinations, so that the proportion of passes will be as large or larger than elsewhere.

TABLE III.

Changes on the Teaching Staff.

Resignations:

Sr. De Chantal, from Principalship St. Patrick's Girls' High School.
Miss M. H. Moody, from 2nd Girls' Dept. Morris St. School.
Miss I. M. Creighton, from Principalship Compton Avenue School.
Miss Teresa Anderson, from 3rd Depart. St. Patrick's Boys' School.
Miss R. A. Bentley, B. A., from 4th Dept. Quinpool Road School.
Miss E. Bond, from Albro Street School.
Mr. J. M. Lanos, from Academy.
Miss Eleanor Jackson, from 3rd Dept. St. Patrick's Boys' School.

Appointments:

Sr. Evaristus, Principalship St. Patrick's Girls' High School.
Miss M. H. Dewolfe, B. A., 2nd Girls' Dept. Morris Street School.
Sr. Rosaria A., 2nd Dept. St. Patrick's Girls' School.
Sr. Ethelbert, 9th Dept. St. Patrick's Girls' School.
Mr. Huggins, Principalship Richmond School.
Mme. Finn, 3rd Dept. College Street School.
Mme. Oloane, 7th Dept. College Street School.
Miss Eleanor Jackson, 3rd Dept. St. Patrick's Boys' School.
Miss Clara Wells, 6th Dept. Young Street School.
Miss Ruth Richardson, 4th Dept. Quinpool Road School.
Miss M. C. Outhit, 3rd Dept. Acadian School.
Miss E. M. Bigney, B. A., Modern Languages, Academy.
Miss Gertrude Baker, 3rd Dept. St. Patrick's Boys' School.
Miss E. O'Donnell, 10th Dept. Albro Street School.

Transferred:

Mme. Sullivan, from 4th to 3rd Dept. College Street School.
Miss A. M. Haverstock, from 3rd Albro Street School to 3rd Dept. Compton Avenue School.
Sr. Margaret, from 3rd St. Marys Girls' School to 6th Dept. St. Patrick's Girls' School.
Sr. Alonzo, from 6th St. Patrick's Girls' School to 3rd dept. St. Mar'ys Girls' School.
Sr. Catherine, from 9th to 13th Dept. St. Patrick's Girls' School.
Mr. G. R. Marshall, B. A., from 1st Dept. Richmond School to 1st Dept. Compton Avenue School.
Sr. Florence, from 1st Girls' Young St. School to Principalship St. Joseph's School.

Temporary Teachers:

Mme. Finn, to College Street School.
Miss Hazel to Albro Street School.
Miss Mitchell to Alexandra School.
Miss Wells to Young Street School.
Sr. Leontine to St. Joseph's School.
Miss C. E. Ross to Bloomfield Street School.
Miss C. Dymond to Compton Avenue School.
Miss N. Dickson to Richmond School.

Lease of Absence:

Mme. Murray, College Street School, one year.
Bro. Aloysius ,St. Patrick's Home, one year.
Miss Shields, Albro Street School, one year.
Mr. E. H. Blois, Industrial School, 1 month.
Miss M. T. Phelan, St. Patrick's Boys' School, 3 months.

Last year the Board lost by resignation Miss I. M. Creighton, Principal of Compton Avenue School. She received her appointment to the teacher's staff in 1872, and served the Board most efficiently for thirty-two years:—twenty-six years as Principal of one of the most progressive schools in the city. She usually sent every year a large class of pupils to the Academy, where they were characterized throughout their entire course by the neatness and accuracy of their work, good habits of study, and their firm convictions on moral principles and questions, including orthodox temperance teachings.

The Board endorsed these opinions regarding her valuable services in the following resolution:

"*Resolved*, that in accepting Miss Creighton's resignation this Board wishes to place on record its appreciation of her faithful, skilful, and most successful performance of all her duties as teacher and Principal for so long a period."

Her pupils were trained to accurate and methodical habits and to neat work, and were imbued with a love of study, so that they were uniformly sucessful in their examinations. Miss Creighton's services have been specially valuable to her 'pupils and to the public on account of the moral development at which she continually aimed, and the high ideal with which she inspired her pupils.

This Board therefore expresses regret at losing such an efficient Principal."

The Board sustained another loss by the retirement of Miss Maggie Moody, who accepted a good position in British Columbia at double the salary she was receiving in Halifax. She taught the seventh grade of girls in Morris Street School for over ten years with great success. Her department was always neat, and her pupils polite and punctual. They excelled in singing and drawing,—the result of their teacher's well developed artistic tastes.

The vacancy was happily well filled by the appointment of Miss Maggie R. DeWolfe, B. A., who had been selected for the schools at the Transvaal at the close

of the late South African war, and who, after occupying most acceptably some important positions there, was induced by stronger attractions to return to her native city.

To Sr. DeChantal, who, after a year's leave of absence resigned her position, must be given the credit for very much of the success of St. Patrick's Girls' High School. Her executive abilities were of the first order.

Prof. Lanos, the teacher of Modern Languages in the Academy, was advanced to an excellent position in the Military College at Kingston. He was polite, scholarly, and most devotedly attached to his work and to the Academy.

Miss Bentley, after a brief service of two years, resigned for a larger field of usefulness for which she was well-fitted by her collegiate education, and for better remuneration, of which she was deserving.

Miss Anderson, most genial in her disposition, systematic in her work, and successful in winning her pupils to do their best, Miss Bond, faithful and devoted to the highest interests of every individual of her large primary classes, and Miss Jackson, whose prospects as a teacher were bright,—all yielded to the attractions of matrimony.

HIGH SCHOOLS.

TABLE IV.—ACADEMY.

PROVINCIAL EXAMINATION RESULTS.

	1904.				1905.			
GRADE.	No. Enrolled.	No. applied for Examination	Obtained Grade applied for.	Obtained some grade.	No. Enrolled.	No. applied for Examination.	Obtained Grade applied for.	Obtained some Grade.
D	137	97	86	86	117	86	82	82
C	113	70	61	70	135	81	71	80
B	72	38	29	38	83	53	45	52
Total ...	322	205	176	194	325	220	198	217

	1904.	1905.
Per cent. applying for examination.....	63	67
" of B's obtaining grade applied for	76	85
" of C's " " " "	87	87
" of D's " " " "	88	95
" of all Candiuates obtaining grade applied for ...	85	90
" enrolled pupils obtaining grade applied for	54	60

TABLE V.

ST. PATRICK'S GIRLS' HIGH SCHOOL.

Provincial Examination Results.

	1904.				1905.			
GRADE.	No. Enrolled.	No. applied for Examination.	Obtained Grade applied for	Obtained some Grade	No Enrolled.	No. applied for Examination.	Obtained Grade sought.	Obtained some Grade.
D	45	18	12	12	58	29	15	18
C	29	18	15	18	29	16	12	16
B	10	10	10	10	16	12	11	12
Total	84	46	37	40	103	57	38	46

	1904.	1905.
Per cent applying for examination	54	50
" of B's obtaining grade applied for	100	91
" of C's " " "	83	75
" of D's " " "	66	51
" of all candidates obtaining grade applied for	80	66
" of enrolled pupils " " "	44	36

The examination results for the Academy show a decided improvement, being much better last year than they were the preceding year, or indeed, for several years past.

St. Patrick's Girls' School shows a slight retrogression, partly owing to the fact that the pupils were too young for their grades, and partly the result of the want of a physical and chemical laboratory and other accommodations suitable for high school work.

The Academy provides five different courses of study:

1. *The Regular Course* which leads in the 3rd year to the Junior Leaving High School Certificate.—For this course the student selects any eight (or more) from the subjects for the year. He is required in his examination to make an aggregate of at least 400, with no subject below 25.

2. *The Course for the "Teachers' Pass."*—In this course all the subjects for the year are compulsory. The student is required to make an aggregate of 400 and not less than 40 on each imperative subject. This course is taken by a majority of the girls, in order that if they should wish to teach, they may be ready. It is also taken by a large number of the boys, because in its most convenient form, it is practically the same as the first course, and it serves the purposes of a general education.

3. *The College Matriculation Course.*—For this course the student may select from the Regular Course any of the subjects required for matriculation by the college in which he intends to continue his studies. The colleges will, however, accept the Provincial Examinations in any of these courses when the marks in their matriculation subjects are sufficiently high.

4. *The Minimum "Full Course."*—This consists of any six papers for the year, selected by the student. It is not viewed with favor, and very few take it. Its object seems to be to make it easier for small Academies to qualify for the Academic grant.

5. *The Commercial Course,* which was established in 1903.—The attendance and work show a decided improvement. Miss MacDonald, the special teacher of this department, continues to give the greatest satisfaction to all concerned. Her work is rendered

difficult by the eagerness with which students press into her class before they have laid a good foundation in their studies, especially in English, which is absolutely necessary to satisfactory work in Stenography and Typewriting.

It is found that these courses meet the needs of nearly all the students who enter the Academy. In making a selection they are largely influenced by their parents, teachers and schoolmates, but in many cases they are allowed to exercise their own judgment and thus have an opportunity to develop independence of thought and action. For the most part they choose wisely and work more earnestly and effectively than they would in a curriculum forced upon them.

In this way, subject to the limitations imposed by the time-table, every student is free to make his own curriculum, which may consist of any subjects which best meet his requirements, or it may consist of only one subject, if he is unable to take more. The program of studies is sufficiently extensive and elastic to suit fairly well the taste, abilities, or necessities of all, except that it does not sufficiently provide for the various forms of Manual Training.

Our High School Course is not made in the interests of any one class. It may not, therefore, entirely suit those who claim that it is the function of a High School to prepare its students directly for some industrial or commercial pursuit. On the contrary, it aims to give a wider outlook, a general preparation for all the activities of life, so that the particular occupation afterwards selected may be seen in its proper perspective, and its underlying principles properly comprehended, and some power over its facts and processes acquired.

Neither will the program of studies entirely suit those who would have our High Schools turned mainly into preparatory schools for the colleges, notwithstanding the fact that only a small percentage of High School students ever enter college—considerably less than 20 per cent. Latin is one of the principal subjects taken by the majority of those preparing for college. It is taken by 283 of our High School students,—that is, 57 per cent. take Latin, while less than 15 per cent. follow it up in college. The question arises whether the remaining 42 per cent. might not receive more benefits from devoting an equal amount of time and energy to the study of English or some other practical subject, with equally skilful teaching, if that were possible.

While it is certain that Latin will long remain one of the most important subjects on the program of studies, and while every facility should be given for its thorough study by those who select it, yet it would seem a hardship to the majority that a subject so remote

from their interests should be given anv undue advantage over other subjects more directly useful in earning a livelihood, or that it should in any sense be made compulsory.

Conditions have changed very much since Latin was almost a necessity to every scholar. The modern idea is no longer confined to a classical course. Prof. Hanus says that "since the eighteenth century a new culture and a new civilization have arisen. The importance of the modern culture in modern life is so comprehensive and so great that we should be false to our trust if we did not make adequate provision for it in the secondary school. At the same time, the pursuit of the classical languages in secondary schools is such a time-consuming pursuit as to very nearly exclude the serious pursuit of other subjects."

There are many persons who would not advocate making Latin compulsory in the High Schools, but who would make it compulsory for Grade B teachers at least, in order to increase the opportunities for the study of Latin throughout the rural parts of the Province.

In Halifax there are 70 teachers holding Grade B licenses, not one of whom would ever be called upon to teach Latin: but they are nearly all required to give two or three lessons a week on Nature and Drawing,—subjects in which they are generally deficient both as to content and the best methods of teaching,—subjects slighted by scholars, but admitted by all educationists to be fundamental. If our Grade B teachers were compelled to study Latin, they would be still more deficient in Nature Studies and Drawing, unless Latin has some peculiar disciplinary power by which it helps more than it hinders. On this point there is much honest difference of opinion. For what I consider a fair statement of the question I beg to refer you, in Appendix B of this Report, to an abstract of a paper written by Prof. F. E. Bolton, who has made a special study of educational principles, and whose opinion therefor should be of great value.

The fact that in some sections a grade B teacher with some knowledge of Latin would be a convenience, is not a sufficient reason for compelling all grade B teachers to study Latin. In Halifax, where 20 per cent. of the Nova Scotia students taking Latin are to be found, it is taught by teachers holding Academic licenses (classical A). There is a sufficient number of teachers holding this grade of license (many of them with a college degree in addition), to supply all the schools where Latin should be taught, and where, with such teachers, it would be more likely to be a success; for they would be those who had come sufficiently under the influence of classical traditions to enable them easily to become enthusiasts as to its value.

Instead of the old hard and fast prescribed studies, the modern tendency is to make the courses of study for every subject as nearly

as possible of equal difficulty and value, and all elective, with a minimum number of prescribed subjects, and then from the program of studies allow every pupil to select his or her own curriculum. There should be no protected study, unless an exception be made in favor of English.

In Germany, by the government regulations of 1901, from a purely educational point of view, German takes precedence of all other subjects. "The course begins with a study of grammar which aims both at correctness and a knowledge of idioms, and the establishment of critical standards in matters of style. All instruction in grammar is based upon and seeks to enlarge the pupils already acquired fund of knowledge, the method generally used in imparting a foreign language being forbidden by order of the government. The efforts of the teacher are forwarded by the teachers in all other departments, including those of science and mathematics; all members of the faculty incite their pupils to express themselves with all possible correctness, clearness and elegance, and the style of a report or an examination paper weigh largely in determining the mark. Particular attention is paid to the pupil's oral expression. Only those masterpieces whose excellence is beyond dispute are admitted into the schools."*

Our program of studies has the great merit of recognizing the paramount importance of science in modern civilization. In the words of President Eliot:—"We have become convinced that some intimate, sympathetic acquaintance with the material objects of the earth and sky adds greatly to the happiness of life, and that this acquaintance should be begun in childhood and be developed all through adolescence and maturity."

In the first year of the High School Course we have Botany worth 80 points and Physics worth 20. These subjects are a natural development from the Nature Lessons of the common schools, and are therefore undoubtedly the proper science subjects with which to begin the High School Course. But the relative values given now are wrong. "In the world at large Physics is acknowledged to be the centre on which hangs our knowledge of natural forces, the foundation on which has been laid the most characteristic achievements of the age of steam, of machinery, of transportation, of steel or of electricity. Among all the sciences that deal with material things, Physics stands first. In a school, therefore, which recognizes in its work, so far as a school can, the activities of modern life, Physics should take the position which the world has assigned to it as ts rightful place among the natural sciences."†

* O. Thiergen, Dresden, Germany.
† Prin. C. F. Warner, Springfield.

In the first year it is utilized to explain some of the simplest natural phenomena, and it is correlated with the simplest mathematics. In the second year it naturally develops into Chemistry, to be followed in the third year by **Mathematical Physics.**

It would be a great injustice to 40 per cent. of pupils (who leave at the end of the first year), to omit or slight Physics. It should be studied during the winter months and should be valued at 50 points. This would leave autumn and spring (when plants could be easily obtained, or better still observed in their natural habitats) for the study of Botany, which should be valued at 50 points also.

Drawing is another subject deserving of more attention than it receives. President Pritchett tells us that "the Manual Training school has made a great contribution to the cause of education by the fresh demonstration which it has given of the pedagogic value of mechanical and freehand drawing." The value of this lesson it would be difficult to overestimate. There is no study which approaches drawing as a means for training the eye and for developing the powers of observation. For the purposes of the school it is one of the ready and most available studies, and it ought to form a part of the curriculum of every High School. President Elliot says:—"I have examined all the courses offered by the university, and can find but one (the course in theology) in which a knowledge of drawing would not be of immediate value. It is monstrous that the school which prepares for college should give four or five hours a week to Greek and no time to drawing."

In nearly every subject which they study, pupils would be greatly assisted by good blackboard illustrations. There is scarcely a teacher on the staff whose value to the schools would not be increased ten per cent. if she learned how to draw well, and use chalk and pencil to assist words in conveying to her pupils clear ideas in geography, history, Nature Study, etc., thus securing interest and attention.

To artisans, drawing is a necessity if they would ever rise above the crudest forms of manual labor. For some kinds of ideas, drawing forms the only adequate means of expression. Drawing fosters the pupils' inherent love of the beautiful in form and color, and assists him to appreciate some of the grandest conceptions of human genius which are embodied in art.

Drawing then, on account of its practical value to the industrial classes, its value as an educational instrument of great effectiveness, and its power in developing the higher forms of enjoyment and culture should be particularly emphasized throughout every grade of the High School Course.

Although the pupils enter our High Schools fairly well prepared, yet there are many of them who find the work vice to them as social and industrial leaders have to be slighted or neglected, for example, penmanship, singing, public speaking, laboratory practice, etc. The remedy for this is not the elimination of some subjects from the program of studies, nor a reduction of the amount of work in some subjects, but rather a better correlation of studies, especially in mathematics and English, and the extension of the time from three to four years. The usual High School Course in the United States is four years, and many of the ablest educationists there are strongly advocating its extension to six years.‡

The extension of the course to four years would enable our High Schools to do more thorough work in some of those subjects which are now at a disadvantage both in the school recitations and in home preparation. We might then expect those going to college to be much better prepared in Latin, and those not going to college might specialize to a greater extent. The necessity for an additional year is so great that students are often advised to take the work of the third year over again, and a few of them have the good sense to do so.

Academy Library.

The Halifax Academy Library has for many years been under the management of Mr. J. W. Logan, B. A., classical master. Being well versed in a wide range of subjects, and having the literary instinct well developed, his selection of books has been uniformly good, so that with the small means at his command he has built up a library in which there is no waste material and of which the Academy may well be proud. But better still, the books are utilized. By occasional judicious remarks and questions he helps to some extent to awaken interest in good books and to cultivate taste,—sometimes more fruitful in good results and lasting benefit than the ordinary work of the Academy. In his Library Report for the year ending July, 1905, he says:—"The Academy Library now contains 1,300 volumes. The total number of books borrowed from the Library last term by teachers and pupils was 1,190, considerably more than the number in circulation during the previous term. John Drury, a student of last year's B class (classical) did voluntarily nearly all the work involved in the exchanging of books.

Grant's sketch of the life of Joseph Howe was published last year by Messrs. A. & W. Mackinlay, and the editor's share of the profits to date (amounting to $25) will be invested this year in the purchase of new books and the replacing of old ones which have become worn out."

‡ In Japan the high school program of studies extends over five years. It was mainly framed by two distinguished Japanese educationists, one of whom was educated in America the other in Europe. Being unhampered by tradition, and uninfluenced by prejudice, they were allowed to appropriate what the experience of every other country had shown to be best. The result was a program of studies very similar to ours except that very much greater stress was laid upon the modern languages and gymnastics, while Latin and Greek were omitted. The twofold object was to fit students for the colleges and to prepare them to immediately enter "practical pursuits" These high schools were established about fifteen years ago and have no doubt contributed largely in placing Japan among the great powers of the world.

Academy Entrance Examination.

That we may be entitled to draw the maximum amount of provincial grant it is required that there be enrolled a minimum number of students who have entered by the regular government entrance examination. There is always a sufficient number enrolled in grades B and C to draw the full grant, so that we need not be restricted in admitting pupils.

At the regular entrance examination at the end of the school year, nearly 200 pupils usually apply for admission. The reading of about 1000 examination papers is a very serious addition to the labors of the teachers when they are exhausted by teaching such large classes throughout the year. On this account, and for other reasons, it was thought well, as an experiment, to modify the regulations and admit, upon the certificate of their teachers, those pupils concerning whose fitness there could be no doubt, provided that the teacher had already proved his fitness by the success of his former pupils.

The following resolution therefore received the consent of the Board on the first of June:—

"In order to prevent interference with the work of the Academy, the method of conducting the entrance examination for this year shall be modified as follows:

The principals of the schools doing grade VIII work are required to forward to the School Board office, not later than the 22nd of June, a list of all their grade VIII pupils, in three groups, arranged in the order of merit and showing their standing in each of the subjects required by the entrace examinations,—the first group to contain the names of those whom their teachers believe to be thoroughly qualified for High School work; the second group the names of those about whose fitness their teacners are doubtful, and the third group the names of those who are clearly unable satisfactorily to go on with High School work.

The Supervisor and teachers of the Academy shall fix standards of qualification and admit without examination those whom they consider well qualified.

The second group and any very special cases from group three, having finished the work of grade VIII, and deserving of promotion, shall be required to attend the regular entrance examination conducted by the Supervisor in Alexandra School. The examination papers shall be examined and passed upon by the teachers of the Academy as heretofore."

Physical Education in the Academy.

The physical education of the pupils of the Academy is not wholly neglected. A large number of the girls took a course in Calisthenics from Miss E. M. Cartwright of the Ladies' College. Miss Cartwright's system of drill is undoubtedly the most graceful, interesting and recreative yet seen in Halifax. It would be a great boon to our schools if the Board could secure her services for a course of training for the younger lady teachers, who could then introduce the system into the other departments of their respective schools.

The late Dr. Cogswell left a bequest of £1000, the interest to be used in the encouragement of military drill for High School boys. Regarding the Cadet Corps, which owes its existence to this bequest, and which has been doing good work for several years, Principal Kennedy reports:

"During the past school year, August, 1904, to July, 1905, our Academy boys had 24 drills of one hour each with Sergt.-Major Lockhart in the Armouries. He drilled on Friday afternoons from 3 to 4, from the opening of the term till Christmas, and resumed early in April. All boys, except those whose homes are outside of the County, and who consequently are required to pay a tuition fee, are required to drill. The School Board provides uniforms, including caps and stockings, and the Government furnishes belts and rifles. The Government also supplied

us with 20 rounds of cartridges for gallery practice, as well as 20 rounds of ammunition, free transport to Bedford, and the free use of the Bedford range for one day. It is needless to say that this part of the work is much appreciated by the boys. Indeed, the great majority of them enjoy the whole work, and it is, in my opinion, of both present and permanent benefit to them.

In the Bedford shooting, the Chipman cup was won by a score of 72 out of a possible 80—not quite so high as on the previous year,—but the average made by the 80 boys on the range was higher than ever before.

The corps is divided into two companies, No. 1, comprising those who had drilled prior to last term, and No. 2, those who had not. The Cadets elect, by ballot, their own captains and subalterns. The Captain of No. 1 last term was Louis Albert Buckley, and of No. 2, Thomas McCully Creighton."

This military drill has been very useful to the boys. They have been well set up by it, and present quite a soldierly appearance on parade, while the invaluable habit of prompt obedience has been formed.

Possibly it would have been better to have had more of the all-round muscle development resulting from gymnastic exercises, and less of the formal military drill, which is too much specialized for boys of that age.

In addition to these forms of physical exercises, the students were encouraged to devote as much time as possible in fine weather to out-door games and field sports—unquestionably the most agreeable and beneficial form of phyiscal education.

COMMON SCHOOLS.

Africville School.—There has been improvement in the neatness of the room and in the interest and work of the pupils.

Alexandra School.—There are now 778 in attendance, an average of 55 pupils in each department. There were 42 pupils in grade IX, and the work was most satisfactory.

Bloomfield Street School.—This school had an average of 58 pupils in each department,

College Street School.—Neatness, cleanliness, good order, and good taste in all its appointments, characterize this school. The 3rd department is for boys of the four higher grades, who find it too far to go to other schools. The work is excellent. In the 7th department, Mme. O'Loane has proved herself to be a thoroughly competent Kindergartner.

Quinpool Road School.—There has been an increase of 44 in the attendance. The school as a whole is doing superior work. We have here a striking example of the regenerating influence of teachers of strong personality and of the benefit of improved environment in raising the moral tone and increasing the self-respect of the pupils of this locality,—an influence extending even to the parents and older brothers and sisters. The children that were once careless, idle, and unhappy, are now busy with their lessons or enjoying healthful recreation, or absorbed in some interesting book selected from their library, which has something suited for every stage of child-development. Besides being read by the pupils, many of these books are read with profit by other members of the families into which they go. Mr. R. I. Hart, to whose wise generosity we owe this excellent library, could not have spent the same amount of money in any other way so advantageously, in adding to the mental and moral improvement and enjoyment of so many people.

St. Joseph's School.—Young Street School, comprising both boys and girls, having become overcrowded, a very handsome new building was erected across the street for the girls. Sr. Florence, Vice-Principal of the old school, became Prin-

pal of the new. In this building there are six departments, a large assembly hall, and a commodious basement. The hall has already been utilized for several excellent entertainments in which the pupils were the chief actors. It was largely through the energy and tact of Sr. Florence that the Board was induced to erect such a model school. Mr. Busch, the architect, and Mr. Harris, the contractor, deserve much credit for the architectural merits and the first-class worksmanship which characterize the building.

St Mary s Boys' School.—Over thirty years ago a somewhat showy building for St. Mary's Boys' School was erected on Barrington Street. Internally it was very badly adapted for a modern school, and being in the vicinity of tall buildings it was crowded, badly lighted, and had no basement. Its place has now been taken by a large three-storey brick building on Grafton Street. The rooms are large, well-lighted and well-furnished. The large assembly hall is likely to be of great value as a social, intellectual, and musical centre for the pupils and their parents. Father O'Sullivan has trained a Tonic Sol-fa Choir composed of boys of the school. His success has been very remarkable, demonstrating the superiority of tonic sol-fa for school purposes and as the best introduction to the staff notation.

These great imporvements in their environment will no doubt act as a moral and intellectual stimulus to teachers and pupils alike.

St. Patrick s Girls' School.—In this school there were three teachers doing High School work, with 103 pupils enrolled, and ten teachers doing common school work with 646 pupils, that is an average of over 64 pupils to each teacher. As all the higher departments have a seating accommodation for only about 40 or 50, it is evident that the primary departments must have been most seriously overcrowded. In fact, the enrolment in all departments below grade VI was in excess of the number allowed by the Education Act, and in one department it was more than double that number. With such crowded rooms the teachers and pupils must suffer in health, and school work must suffer in quality. The High School departments have no room for science work. A Commercial Department was opened in a cap-room, but it had to be discontinued. These are some of the inconveniences caused by insufficient room in a school where, in spite of many disadvantages, the work in every department has for many years been considered equal to the best in the City schools.

The congestion cannot be satisfactorily relieved by the renting of small rooms in the neighborhood. The only adequate remedy is a new building. I would recommend that it contain six departments, and as the school is the largest in the City, with the exception of Alexandra, a good assembly hall should be provided. A building very similar to that provided for St. Joseph's school would be very satisfactory.

Respectfully submitted,

A. McKay.

APPENDIX TO SUPERVISOR McKAY'S REPORT.

Educational Values and the Modern Curriculum.

(This is the substance of a paper written by Prof. F. E. Bolton of the Department of Education State University of Iowa, together with a few quotations from other educationists in support of the position taken by Prof. Bolton. The framing of a program of studies is so responsible and difficult a task that it should be undertaken only by those who have made a special study of Education and Psychology.)

A Chinaman was once asked why the Chinese always built pagodas fourteen stories high. The reply was: "That is the way to build a pagoda." Very similar is the reason frequently given as to why a course of study should contain certain subjects, and only these. The curriculum is modelled upon traditional patterns, and the assumption is made that that is the proper way to have them. What has been long in a course receives traditional approval, and it becomes assumed that each particular branch has some special value. Should the question be raised as to why a given study is in the curriculum, or why recommended to be taken by the pupil, nine out of ten persons, laymen and teachers alike, would give one of two answers:—(1) because it is useful; or (2), because it is a valuable mental discipline. Probably almost every subject *first* gained an entrance because of its supposed immediate utility. But once in, even though it has outlived its usefulness many centuries, it is apt to hold its place because of its supposed *disciplinary* value.

Unfortunately, the logical sequence of topics and psychological symmetry have been the chief principles considered in the arrangement of courses of study. The subject of study has been more considered than the child.

Concerning the High School, the idea has become widespread that it is chiefly a place for discipline and training and the cultivation of mental power. Every platform speaker emphasizes and every fledgeling orator re-echoes the thoughts about the paramount importance of mental discipline. But the disciplinary idea is giving away to that of practical utility.

Teachers are told that "mental power is a more valuable result of teaching than mere knowledge," that "power abides, facts are forgotten." Now there is no psychological warrant for these assumptions. There is no such thing as a formal physical [or mental] discipline. Energy created by activity flowing in one channel cannot be turned at will into any other channel. A boxer is not perforce a fencer.

The popular mind declares that a child should memorize gems of poetry, proverbs, entire poetic and prose selections, etc., in the perfect belief that his general memory will be strengthened. Never was there a greater fiction. While it is a good thing to memorize gems of poetry, the reason assigned is a bad one pedagogically. The quotations should be learned for the sake of thought. By careful experimentation, Prof. James and others have shown, and I have confirmed that long practice in memorizing material of one kind in no way aids memory for totally different things. Even long attention to memorizing of poetic writing does not assist much, if any, in memorizing prose. Still less would poetry assist in the memorizing of names of

chemical and geological specimens. I suspect that the more the mind has been exercised with Latin roots, antediluvian fossils, amoeboid specimens, or mathematical formulæ, the less apt the every day affairs are to be remembered.

We know also that there are many types of memory. One person has a good verbal memory; a second a memory for faces; a third for dates; a fourth has a good memory for facts scientifically arranged, etc. So with other faculties. We hear much fiction concerning the efficiency of certain studies, especially natural science, in training to acuteness of observation. Dr. W. T. Harris says,—" An education in science, although it fits a person to observe in line of his own specialty, does not fit him to observe in the line of another science which he has not investigated. On the contrary, the training in one particular line rather tends to dull the general power of observation in other provinces of facts." To become a good observer in any direction we must observe much and carefully in that direction. We must store the mind with a fund of information which will form an apperception mass, in the light of which the new material becomes attractive and through which it is evaluated.

Prof. Thorndike says:—" Our mental functions are rather highly specialized, and they may be to a large extent independent of each other, so that training in one way may not improve others markedly or perhaps at all." Accuracy gained in arithmetic is not carried over into spelling.

Prof. Hanus remarks:—" There is no such thing as power in general that can be cultivated through the pursuit of one subject, and can then be drawn upon at any time for successful achievement in other subjects. That a man shows power first in classics and afterward in mathematics or botany, does not prove that the man's mathematical or scientific ability was developed through the classics. It proves only that the man has both linguistic and mathematical or scientific ability.

Latin found its way into the curriculum when all books were written in Latin, so that it was a practical necessity. It was retained in the English grammar schools which were founded " to fit ye youth for ye university." American schools were fashioned after the same pattern, and thus became Latinized.

After having outlived a practical necessity, why is Latin retained? Tradition kept it there, and the upper schools require it would be the real answer, but the answer has been:—" (1) It is there because of its great value as a discipline in education; (2) because of its practical value in giving an understanding of the vernacular." The first

answer is based (1) upon the fact that it has such a large hold, and therefore must be valuable; and (2) because it is said that all great men have been trained to strength by means of this régime. It is said that all the best students in the school come from the classical course. Let us search out the fallacy. In the first place the best students expect to go to college. Now, what do the colleges demand for entrance? In the second place, only the best ones take the classics because they are traditionally difficult. Under such conditions why should not all the best students come from the classical course?

Is there any basis of fact in assuming that those who take the traditional classics and mathematics are stronger mentally and better trained for life's duties, more fitted for the higher enjoyments of life, for service to humanity? True, there are multitudes who come up to these measurements who have been so trained; but is it not because all who aimed at this believed that the traditional road was the only one? Many of the world's illustrious have never been schooled in the traditional arts, and many who have been so schooled have not become illustrious. We need only to name such men as Shakespeare, who knew little Latin, and less Greek, and Lincoln, trained in the school of adversity, and many others, to show that there are other schools which may develop all these desirable qualities. Mr. C. H. Henderson writes:—"One cannot help being struck anew with the numbers of people who have come to distinction quite outside of the formal educational process, not uneducated people, but people educated outside of the schools, by life itself. The great literatures and fine arts and heroisms have not been the exclusive or even the general performance of the learned. The great things have more commonly been done by men and women of organic powers, and sincere lives, and warm hearts."

While cheerfully acknowledging that most of the best, wisest, most useful men of our time, in America and Europe, have taken the traditional course, may we not rightfully inquire whether their culture and wisdom have not been gained through contact with men of wisdom and culture, and not through any special discipline, least of all through subjects which have not caused them to think wise thought; (I refer here, of course, to the grammar and translation period.) We send the boy to college and then ascribe his development to the formal discipline, rather than to the inspiration received through close contact with worthy minds. Would he not have emerged from the college at graduation equally wise, equally cultured, equally useful, had an entire substitution of subjects been effected? I am inclined to think that one could not tell B. A.'s from B. S.'s, unless they were labelled. I believe this is exactly the meaning of the single degree conferred by Cornell and other universities.

During the Middle Ages, Latin was indispensable to culture. But the classical period of human history was the most barren of productive thought, not because of Latin. But the fact shows that Latin of itself cannot develop culture. The Renaissance was a turning away from dead formalism—from grammar, from rhetoric, from linguistic dexterity—to a study of realities—naturalism.

Admitting that great values come from the study of Latin, permit me to suggest that the average High School pupil gets little of the so-called culture value. Prof. Thordike, of Columbia, made an investigation to determine the amount of knowledge and appreciation of Roman Life and civilization that had been obtained through a study of Latin. He examined a considerable number of students, and found a surprising ignorance of the simplest historical facts. He feels sure that a greater appreciation of Roman civilization could have been gained through studying Roman history in English less than two hours a week for a year, than was gained through four years' study of the language.

Latin, properly studied, may have great value for English, but some doubt even that. Dr. Chamberlain of Clark University, whose authropological investigations have received such merited attention, asserts that much of the supposed value of Latin for English has little foundation in fact. He asserts that Latin is not the basis of English; that Latin has no more shaped the English tongue than Rome has built the Saxon heart or made the Saxon arm. English grammar is soundly Anglo-Saxon run through the sieve of a mind that never had a Latin bent. The vocabulary in use is largely Anglo-Saxon too.

I do not wish it understood that I should like to have the classics banished from the schools and colleges—by no means. I intend that my children shall have an acquaintance with them. I believe that they possess educational values peculiarly their own. But these values are not the ones usually ascribed to them. And a correct estimation of these values would place them in our schools in different proportions. In the first place, I believe that they have a value in contributing to an understanding and an appreciation of our own vocabulary. But this does not necessitate years of translation and finicky parsing. The end should not be translation at all; for translation English is proverbially poor English. In the second place they have a value in contributing to habits of carefulness of thinking. This, however, is not peculiar to the classics. German, French and non-language subjects would do the same, if taught continuously. A third value is one similar to that coming from biological study. In biology we study the evolution of physical structure; in the classics the evolution of psychological processes. Through language development the comparative psychologist has gained some of his most important chapters. History comes in the same category; or, more properly, biology, dead languages, sociology, anthropology, genetic psychology, paleontology, geology, are all historical subjects.

If Latin and mathematics are so valuable and contribute so much to strength, why are they not kept up after school days are over? We keep up literature, history, science, and sociology, and feel that we grow and expand because of them.

But I am afraid the lexicons and the mathematical manuals become very dusty. The truth is that they have vital interest to only a limited number. Now, these things which touch our lives are the things which cause us to think and to develop. And as education is life and life is education, should we not bring into curricula a greater proportion of those things that have a vital relation to life and its interests.

The mind grows by what it feeds upon. The mind is a functional product of all its past experiences. It cannot exercise on nothing. It is exercised only when dealing with facts. It grows only as experiences accumulate. To chew sole leather would furnish exercise, but little nutriment. Mental gymnnastics upon valueless material is equally inane.

The apperception theory of the mind, first formulated by Herbert, changes the whole point of view of instruction and education. According to this theory, the mind can grow in a given direction only through experience received in that direction. Vague and general gymnastics cannot develop the mind, because it can lay hold only of those new experiences for which former experiences fitted it. According to this theory, we cannot develop the sight without seeing, the hearing without hearing, the emotions without feeling. The subject matter then becomes of great moment. It must have desirable content, and not be mere form; must nourish, not merely discipline. To teach a boy to think he must have something to think about. No formal logic ever made a thinker.

Those subjects develop the mind most which cause the most thought. Now, which of the subjects occupies the pupil's thoughts most where not actually required to prepare his lessons? It seems to me there can be but one answer: those which deal with things and human activities. What subjects deal with these? Plainly literature, history, economics, sociology, science. The Record-Herald showed, upon investigation, that in almost every public library boys were seeking books on electricity. Great stalks of history and literature find their way without compulsion into the boys' and girls' hands.

The boys and girls in the High Schools are just ready to grapple with many of those problems which occupy the theater of action about them. Listen to their debates. What do they choose for topics? Kaiser Wilhelm said they must train up young Germans, not Romans. Very significant is the dropping of compulsory Greek in the German gymnasia and the substitution of optional English. It is a measure designed to help the young German better to adjust himself to environment.

Latin and Greek have also been omitted from entrance requirements to London University.

Our boys and girls of to-day are to be in the midst of the world's affairs tomorrow; and still in view of this, there are those who would designedly shut them off from the world, busy them with expressions of thought absolutely remote from present day interests, make them learn mathematical formulas, which the majority will never use directly or indirectly, all in the hope, well meant, that they will thus learn to think. The only way to learn to think is to have something to think about.

In view of the foregoing, may we not conclude that the different studies should be arranged so that the traditional subjects shall receive no more attenion than others, except from those pupils who intend to specialize? The course might well include some Latin for all, possibly a year, and more for those who specialize. It certainly ought to include some modern language, as that is a means of gaining touch with present day civilization, affords as much so-called discipline as the classics, and is very apt to be of great value. English should be accorded its rightful place, not as a parsing exercise—we spend too much time on that sort of profitless work now—but English, which leads the student into all the best thoughts of all times. The youth should be saturated with the greatest literature, and through the ideas assimilated his entire life should receive bias and direction. The sciences should be included in every course for every student—not enough to be specialized, but enough to open up the whole vista of possibilities. History should be accorded more than the stingy place now given it. All should be given introductory courses in algebra and geometry, but two years in the High School should be ample.

We must break down the false notion of the absolute difference between that which is of utility and that which affords culture. In an ideal education they will be identical.

Any study is cultural and highly educative which gives power (knowledge); puts one in touch and in sympathy with civilization; makes one open-minded; gives one breadth of interests; makes one interesting and likable, refined, and useful to society. True culture means developed intellect and refined feelings; deals with morality as well as things intellectual. Those subjects afford most culture which come nearest to life's interests. No study in the course has a right to a place for its formal discipline alone.

Who would crack nuts for the exercise in cracking them? The facts themselves should be of sufficient value to justify their contemplation. The old doctrine of educational gymnastics must give way to the new one of nurture.

I plead for the cultivation of breadth of interests, and the connecting of formal school work with life's interests. Sir William Hamilton says a utilitarian "is simply one who prefers the useful to the useless; and who does not?"

President Elliot tells us: The scientific imagination is quite as productive for human service as the literary or poetic imagination.

The public high schools and colleges should ever remain true centers of liberal culture, but that does not mean that they should assume that only a certain few protected subjects are cultural. The liberality comes from the breadth of interests stimulated, the development of a scientific spirit and an openness of mind. Great abiding interests, breadth of view, and richness of social service are marks of culture; adherence to tradition, contracted vision and selfishness of action, marks of pedantry.

President Elliot said in his address on "The New Definition of a Cultivated Man," that a cultivated man should possess, not all knowledge, but that "which will enable him, with his individual personal qualities, to deal best and sympathize best with nature and with other human beings."

Finally, and of greatest importance as educative factors, are the personality and influence of the living men and women who are in the environment of the youth. Great inspiring, living teachers can do infinitely more than the mere pursuit of a subject. Next, and perhaps not even second in importance, is the influence of companions.

Hence, although every subject may contribute to will-power, the direction in which that power will be applied is absolutely determined by the great interests and passions which may happen to lay hold of the youth's life. So the course of study, the paper curriculum, is a secondary matter. The all-important thing is to have great souls which breathe out abundant life, inspiring and invigorating all with whom they come in contact.

MISCELLANEOUS OPINIONS.

President Butler:—The first question to be asked of any course of study is: Does it lead to a knowledge of our contemporary civilization? If not, it is neither efficient nor liberal.

President D. S. Jordan, Leland Stanford University:—The doctrine of formal discipline which underlies so much of the traditional curriculum of the high school and early college years, has so little

support from common sense and psychology that the common administrators of the high school will be obliged to examine it very critically.

President Butler:—The significance of the development of modern education can be best estimated by the progress of the mother-tongue toward the central place in formal instruction.

Prof. F. C. Lewis of Dartmouth College proved, by several careful tests, that students able in mathematical reasoning are not even generally able in practical reasoning and law. From this he infers that the whole theory of faculties falls to the ground and with it the stronghold of formal discipline. We have emphasized mathematics as the great subject for training accuracy, or Latin for developing discrimination. It is high time to place the emphasis where it belongs—on teaching power.

Michael E. Sadler, Manchester, Eng.:—The tendency toward scholarship winning as an end in education leads toward trivial and unreal things, a result of which is want of the grip and of the reality and of the plain speaking on intellectual matters which are necessary to develop sturdy thinking power among the boys who should be the future leaders in all departments of life.

Prof. W. S. Sutton quoting Elliott:—"Leaders of educational thought are now agreed that the acquisition of a competent knowledge of English is not an easy, but a laborious undertaking, that indeed there is no subject in which skilled and systematic instruction is of greater value." With respect to paying serious attention to the mother-tongue, the ancient Greeks have given the world a valuable lesson, for their linguistic training was acquired exclusively through the medium of their own tongue, other languages being absolutely prescribed.

Prof. W. E. Foster, Bowdoin College, Maine:—For one educated under the old prescribed règime, and indoctrinated with the venerable idea of what constitutes a liberal education, it is difficult to eliminate the personal equation. Men prefer to teach the things they were taught, and to teach them in the same way. So the mistakes of the fathers are visited upon children and upon children's children, unto how many generations only the history of education can tell. Men may still be found clinging to the Mediaeval doctrine that certain subjects alone train certain faculties of the mind—one subject for the reason, another for the memory, still a third for the imagination, and possibly one royal subject (their specialty) which trains all the faculties. The prestige of such subjects as Latin, Geometry, Algebra, is due to tradition; it is the heritage from an

age when the field of knowledge was much narrower than it is to-day, when science had no place; it is due to this as well as to the conservative influences so strong in education, and to the remarkable body of teachers and well-organized methods and materials which these subjects, more than others, have had in the past.

Is it sensible to say that a schoolmaster should prescribe the same curriculum for all his pupils, and a physician the same diet for all his patients? Certainly not, for in both instances the value of the food depends on the power of the individual to assimilate it.

In an elective system, where every pupil is allowed to select his own program, he is amply protected from the dangers of a foolish choice by the advice of friends, by tradition, by physical and mental limitations, by the number of hours and the number of teachers available, by college requirements, by deliberate choice, by the laws of dependence and sequence applied to the order of studies, etc.

"The higher education," says Lord Kelvin, has two purposes: First, to enable the student to earn a livelihood, and, second, to make life worth living."

Mr. John Harrison, one of the shrewdest Scottish merchants in Edinburgh, declares in favor of an education comprising English, Mathematics, Modern Languages, Science, and Drawing, not, however, on the old scholastic lines, but in keeping with the Modern Spirit, and with a direct bearing upon practical life.

APPENDIX D.

SPECIAL PROVINCIAL INSTITUTIONS.

I.—HALIFAX INSITUTION FOR THE DEAF AND DUMB, 1905.

J. FEARON, *Principal.*

A. H. MACKAY, L.L.D.,
Superintendent of Education.

SIR,—The following is a brief report of the work of this school during the year 1905. The total attendance for the year was 110, of whom 88 belonged to Nova Scotia, 10 to Newfoundland, 7 to New Brunswick, and 5 to P. E. Island.

The health of the pupils was very good, no serious sickness having appeared during the year. A few cases of German measles and a few cases of ordinary cold were the only visitations, making the year, from a health point of view, one of the best in the history of the Institution. Our excellent sanitary conditions, large well-ventilated rooms, and the great care the matron and her assistant have for the pupils, explain to a great extent the reason of this satisfactory state of things.

In the educational department, no interruptions having occurred through illness, better results than usual were obtained. About 75 per cent. were taught on the oral method, the remainder being taught on the manual system. The teachers and other officers discharged their duties faithfully, and showed a deep interest in the pupils, both in school and out of it. The conduct of the pupils was most praiseworthy, an interest in their studies, a ready willingness to help in the work of the house and grounds, and a kindly spirit towards one another, were evident throughout the year.

There are doubtless many deaf children of school age throughout the Maritime Provinces, who have not yet been brought under instruction. This is particularly true as regards P. E. Island and Newfoundland, where the governments provide for only a limited

number of pupils. Even in Nova Scotia and New Brunswick, where every deaf child of school age and sound mind and body can obtain admission to the Institution, there are children growing up without education. The most frequent cause of this is the misplaced affection of mothers in refusing to be separated from their afflicted children, for whom they have naturally more than usual love and sympathy.

It is often hard to make such parents see that this is really a form of selfishness, and that their children will grow up to blame them for depriving them of education. In Nova Scotia, at least, everything possible has been done to bring the existence of this institution to the knowledge of parents having deaf children. Circulars have been sent to medical men troughout the province asking them to report any children completely or partially deaf who may come under their notice. It would help if public school teachers could be induced to make inquiries regarding the existence of deaf children in their different school sections and to send the adresses of the parents of any such children they may hear of to this office.

In addition to the education of the schoolroom the boys receive instruction in Slöyd or Manual Training, tailoring, shoemaking, and printing, and the girls in dressmaking, cooking and general house work. Both boys and girls are given exercises in physical culture twice a week by a certificated teacher.

J. Fearon, *Principal.*

II.—HALIFAX SCHOOL FOR THE BLIND, 1905.

(*a.*)—Thirty-Fifth Annual Report of the Board of Managers.

J. C. Mackintosh, *President.*

INTRODUCTION.

The Board of Managers have great pleasure in submitting to the members of the Corporation, to the Provincial Governments and Legislatures interested, and to the many friends of the blind, their thirty-fifth annual report; and in so doing, they desire to acknowledge their indebtedness to Almighty God for the many blessings vouchsafed the school during the year just closed.

SUPERINTENDENT'S REPORT.

In the Superintendent's report will be found a brief history of the year's progress, an outline of the work being carried on, and a succinct statement of the needs of the school.

The teachers in the several departments have done admirable work, and your Board feel that the school is most fortunate in having as members of the teaching staff so many zealous and experienced instructors. The Superintendent's report will be read with interest by the friends and supporters of the institution.

DOMESTIC DEPARTMENT.

In a school of this character, the officials and assistants in the domestic department require to be faithful, efficient and painstaking in their work. The comfort, health and happiness of the household largely depend upon the thought and attention given to their daily duties by the members of the domestic staff. It is gratifying to report that the domestic department is being carried on with marked efficiency and economy.

During the year, the housekeeper, Mrs. Drillio, and the boys' matron, Mrs. Hussey, resigned their positions. Their places have since been taken by Miss L. J. Bray, and Mrs. Langille, both of whom have proved themselves to be capable and reliable heads of departments.

Miss L. Lockward, matron of the junior department, and Miss E. Lockward, matron of the girls' department, have discharged their duties with commendable energy and effiicency.

FINANCIAL SUPPORT.

Your Board regret that the current receipts are not sufficient to meet the necessary current expenses. In a previous report we called attention to the increased cost of living, resulting from the advance in prices paid on provisions, fuel, wages, etc. The present cost per pupil is about $200.00 per annum. This cost cannot be reduced without impairing the efficiency of the school. Our annual expenditure on each pupil is less than two-thirds of that in the School for the Blind at Brantford, Ontario. Our three sources of income, are first, the provincial and municipal grants; second, the interest upon funded bequests: and third, subscriptions and donations. During the last session of the Legislature of Nova Scotia, the "Act Respecting the Education of the Blind" was amended so as to provide for the annual payment of $180.00 per pupil by the province and municipalities: an increase of $30.00 per pupil over the amount previously paid.

The statutory contributions from New Brunswick, Prince Edward Island, and Newfoundland, for the past year were respectively, New Brunswick, $150.00 per pupil; Prince Edward Island, $75.00 per pupil; and Newfoundland, $150.00 per pupil. Your Board

would respectfully urge upon the Governments and Legislatures of these three provinces the necessity of increasing their annual grant per pupil to $180.00, thus making the allowance per pupil the same as that received from Nova Scotia. We believe that this increase will commend itself to the business judgment of the respective Governments and Legislatures, and in view of the importance of the matter to the well being of this institution, we respectfully request that the increase be made so as to cover the payments for the current school year, otherwise we shall have to face a deficit.

NEEDED INFORMATION.

One of the difficulties with which we have had to contend with for many years has been the obtaining of information with respect to the whereabouts of blind children. The educational authorities in the respective provinces have rendered material aid in securing the names and addresses of children of schoolable age. Each teacher in making his semi-annual returns is supposed to send in to the educational department the names of all children, who, owing to lack of sight, are unable to attend the public schools. Unfortunately, many of the teachers do not appreciate the value of these returns. Hence in many districts, blind children are allowed to grow up without the privilege of the education which this school would gladly give them free of charge. The loss of sight is, in itself, a serious drawback to any boy or girl, but the loss is many times increased when the boy or girl is deprived of educational advantages. The child with sight may never enter a school house, may never learn to read or write, and yet may become an active, self-supporting citizen. The blind child without education is doomed to live a life of idleness, and to be dependent upon others for his support. Under these circumstances, we feel it our duty to urge the school teachers of Nova Scotia, New Brunswick, Prince Edward Island, and Newfoundland, to help us in furthering the education of the blind. This they can best do by carefully placing in their semi-anual returns, the names, ages, and addresses of all children in their respective districts, who are partially or totally blind. Clergymen, doctors, and others interested in the welfare of the blind, may greatly aid the cause of education by sending to the Superintendent of this school full information with respect to any blind child in their respective localities.

THE WORK OF THE INSTITUTION.

The growing interest that has been evinced by the public in the work of this institution has been a great source of pleasure to your Board. When it was first proposed to erect a School for the Blind at Halifax, there were many who doubted the necessity for the establishment of such an institution. The public interest in the education and training of the blind has steadily increased. To-day, the value

of the work of the institution is very fully recognized. We have always kept steadily in mind the necessity for familiarizing all classes of the community with the aims and objects of the school. With this end in view, regular monthly concerts have been given at the institution throughout the school year. Public meetings in the interests of the blind have been held many times in each city and town throughout the Maritime Provinces and Newfoundland. A series of free concerts has been given at the school during the progress of the Provincial Exhibitions. We have, in short, done everything in our power to make known the educational work of the school throughout the length and breadth of the land. The result of this policy of wide publicity has been most gratifying. Our graduates, as teachers of music, pianoforte tuners, etc., now find more ready employment than ever before, and there is no lack of confidence in their professional or mechanical skill.

The thanks of your Board is most cordially tendered to the press of the city and country, which has at all times ably seconded our efforts to further the interests of the school and the welfare of the blind.

The clergy of all denominations, and the medical men in all parts of the provinces, have likewise placed us under obligation for the kind interest they have always taken in the progress of the institution. In this connection, we may state that during the summer vacation the assembly hall and schoolrooms in our new school building were placed at the disposal of the Canadian Medical Association, which held its anual meeting in Halifax in August last. The meetings were attended by upwards of three hundred medical men from all parts of the Dominion. Your Board feel confident that the outcome of the meetings in this institution cannot fail to be of advantage to the blind throughout Canada.

THE SUPERINTENDENT.

Your Directors cannot close the annual report for 1905 without referring to the constant and untiring labours of our esteemed Superintendent, Dr. C. F. Fraser. His exertions on behalf of the School for the Blind, and also of the blind of the Maritime Provinces and Newfoundland, have made his name a household word in all parts of the country. No felt need of the school escapes his attention, whether the need be one of increased accommodation, additional equipment, or a matter of administration. That this institution now ranks as one of the foremost schools for the blind on the continnet, is mainly due to the administrative ability and unceasing efforts of our able Superintendent. The achievement of to-day is but a stepping stone to the further achievement of to-morrow.

A special feature of the work of the Superintendent is the active and sympathetic interest he evinces in the graduates of the school. Every phase of their life is followed by him with the keenest interest, and his thought and efforts on their behalf are constant and unremitting.

ACKNOWLEDGEMENTS.

In addition to the donations elsewhere referred to, your Board gratefully acknowledge the following bequests:—Estate of W. C. Urquhart, Halifax, $8,200; estate of Mrs. Allison Smith, Halifax, $2000; estate of Mrs. Thomas Bolton, Halifax, $1000; estate of Archibald Kennedy, Charlottetown, $1,343.23; estate of Mrs. Stephen Wiggins, Windsor, $500; estate of L. J. Morton, Halifax, $500; estate of G. Campbell, Folleigh, $500; estate of F. C. Parker, Halifax, $200; estate of Michael Murphy, Halifax, $100; estate of Miss L. Avery, Grand Pre, $100; estate of D. McKenzie, Fraser's Grant, Nova Scotia, $50; estate of E. P. Archbold, Halifax, $25; estate of W. C. West, Halifax, $22.12. The receipt of these bequests has been duly appreciated by your Board. The names of the legistors will ever be borne in grateful remembrance by the friends of the school, and their thoughtful interest in the welfare of the blind will be a lasting monument to their memory.

Our especial thanks are due to Dr. A. W. H. Lindsay, attending physician, Dr. E. A. Kirkpatrick, opthalmic surgeon, and Dr. A. W. Cogswell, dental surgeon, for their professional services.

The Board of Managers also desire to express their thanks to Mr. J. D. Medcalfe, Mr. W. C. Hebb, Mr. H. B. Clark, Mr. John Mullane, and others, for kindly admitting the pupils to lectures, concerts, etc., under their respective managements.

All of which is respectfully submitted,

J. C. MACKINTOSH, *President.*

A. H. MACKAY, LL.D.,
Superintendent of Education.

(*b.*)—THE SUPERINTENDENT'S REPORT.

C. F. FRASER, LL.D., *Superintendent.*

To the President and Board of Managers of the School for the Blind:

GENTLEMEN:—The table of attendance herewith submitted shows that 154 blind persons have been under instruction during the past year, of whom 91 were males and 63 females. Of these, 19 have since graduated or remained at home, making the total number registered December 1st, 1905, 135, of whom 81 are males, and 54 females. Of these, 84 are from the Province of Nova Scotia, 28 from New Brunswick, 9 from Prince Edward Island, 13 from Newfoundland, 1 from Quebec, and 1 from Alberta.

TABLE OF ATTENDANCE.

	Boys.	Girls	Adults.	Total.
Registered Dec. 1st, 1904	74	54	5	133
Entered during the year	10	9	2	21
Graduated or remained at home	10	9	..	19
Registered Dec. 1st, 1905	81	54	7	135

PROGRESS.

This institution is a special school for the education and training of those deprived of sight. Its main object is to fit its pupils for the activities of life, and to overcome, as far as possible, the handicap of blindness.

The success of a school for the blind depends, first, upon liberal financial suport; second, upon wise and judicious management; third, upon its having a zealous and experienced staff of teachers; fourth, upon its possessing commodious and suitable buildings and extensive grounds; and fifth, upon the equipment of its several departments. Judged from these standpoints, this school has attained a position second to that of no similar institution on the continent.

The blind of the Maritime Provinces and Newfoundland, the friends of the blind, and those who have aided in making this institution what it is to-day, have every reason to feel gratified with what has already been achieved. It must, however, be borne in mind that a truly progressive school cannot afford to stand still. There is much more that can be done for the education of the blind, and it behooves us all to be up and doing so as to make the work of this institution more and more beneficial. Progress must be our watchword.

LIBERAL SUPPORT.

If those who are blind are to become self-supporting men and women, they must be given special educational advantages. When these advantages are provided, they involve large capital expenditure and heavy outlay on current account. It is poor economy to under-educate the blind. It is good investment of public and private funds to make active citizens and successful bread winners of those who are deprived of sight.

The people of the Maritime Provinces and Newfoundland are fully alive to the work that is being done by this institution. Their representatives in the respective Provincial Legislatures have made annual appropriations for the support of the school, and have, from time to time, increased the same.

A reference to our subscription lists for the past few years, and to our record of bequests, shows the deep interest that has been taken in the welfare of the blind by many kind anl thoughtful friends of the school in all parts of the country. This liberal public and private support has been most timely, and has enabled the school to do most effective work.

With our growing school have come growing needs. I sincerely trust that our friends in the Provincial Legislatures, and also those in private life, will keep this fact well in mind, and will do all in their power to further the benevolent work carried on by this institution.

MANAGEMENT.

The control of the affairs of the institution is placed by law in the hands of sixteen gentlemen, who constitute the Board of Managers. Twelve of the members of the Board of Managers are elected annually at the general meeting of the Corporation. The remaining four are the premiers of the Provinces of Nova Scotia, New Brunswick, Prince Edward Island and Newfoundland, who are *ex officio* members of the Board.

The members of the Board of Managers devote much time and attention to the affairs of the institution, hold regular monthly meetings, and give earnest consideration to all questions pertaining to the welfare of the blind. Through the wise and judicious management of the Board the funds of the school have been carefully administered. A uniform record of efficiency and economy has been maintained. This record should prove a great source of satisfaction to the gentlemen who have given freely of their time and thought to further the interests of this institution.

The following statement shows the annual cost per pupil, and the value of the grounds and buildings of the leading schools for the blind upon this continent. This statement should be carefully studied by the friends and supporters of this institution.

STATISTICS WITH RESPECT TO SCHOOLS FOR THE BLIND.

Institution.	No. of Pupils	Cost per capita.	Value of Ground and Buildings.
Brantford, Ont.	138	309	$200,000.00
Berkeley, Cal.	59	275	550,000.00
Janesville, Wis.	117	299	225,000.00
Colorado	47	300	225,000.00
Baltimore, Maryland	97	300	375,000.00
New York	199	310.	240,000.00
Batavia, N. Y.	137	342	365,340.00
Nebraska City	87	373	100,000.00
Philadelphia, Penn.	195	417	665,594.00
Perkins, Sth. Boston	234	422	565,996.00
Halifax, N. S.	135	200	150,000.00

TEACHING STAFF.

The several departments of this school are well organized. The work is being carried on by a staff of zealous and experienced teachers.

LITERARY DEPARTMENT.

In the six graded and two ungraded classes of the literary department, the pupils are receiving a sound English education. The branches taught include spelling, reading, braille point writing, pencil writing, geography, history, grammar, literature, composition, arithmetic, geometry, algebra, the rudiments of science, French Latin, etc. Thirty-five classes meet daily for periods of fifty minutes each. Seven teachers and one hundred and thirty-two pupils are enrolled in this department.

MUSICAL DEPARTMENT.

In the musical department, the pupils are receiving a first-rate training in vocal and instrumental music. They are also receiving instruction in harmonic notation, braille notation, the theory of music, etc. The instructors are thoroughly trained musicians and follow their chosen profession with zeal. Twenty-four pianos are in use daily for ten hours each. The following brief outline will give some idea of the work that is being carried on in this department:—110 pupils are studying the pianoforte or the cabinet organ; 20 pupils are receiving private singing lessons; 32 pupils are being given instruction in the use of string, reed, or brass instruments;

113 pupils are receiving vocal instruction in classes; 50 are enrolled in the classes of braille notation; and 28 are studying harmonic notation and the theory of music. Eight teachers and two music readers are daily employed in giving instruction, and, in all, 129 pupils are enjoying the advantages of the department.

TECHNICAL DEPARTMENT.

The technical department of the school is well abreast of that of similar institutions, but there is still room for development. Fifty-three girls are taught sewing, knitting, crocketing, bead weaving, raffia work, etc.; twenty young boys receive instruction in reed work; twenty young men are being taught cane-seating, brush-making, and willow basket-making; and eighteen are studying the tuning and repairing of pianofortes and cabinet organs. Five teachers give daily instruction in the technical department, and ninety-nine pupils are benefitting thereby.

PHYSICAL DEPARTMENT.

The physical training of the pupils in this school has always been considered of first importance. The drill master and his assistants are enthusiastic and painstaking instructors. Every effort is made by them to foster among the pupils an intelligent interest in physical development and a desire for physical exercise. Eight classes are under instruction, the work being directed by a drill master and three assistants. Fifty-four girls and seventy-one boys are being trained in this department.

EQUIPMENT.

The equipment of the several departments of the school has received my earnest consideration. A large sum of money has been expended upon books, maps, and other costly appliances for the literary department. A large outlay has also been made in supplying the musical department with pianos, brass, reed, and string instruments, and in purchasing music printed in the Braille Point System. The partial fitting of our workshops and gymnasiums has also proved a serious tax upon our limited income. These expenditures have all been absolutely necessary, as without proper equipment, the work of the several departments could not be carried on with any degree of success.

In our literary department we require a greater number of models for touch study. Our collection of physiological and geographical models is fairly complete. Dr. Springle, of Montreal, and other friends, have recently presented the school with a number of stuffed birds and animals, and tangible objects. Our collection of minerals and mineral ore has been increased by a number of fine specimens supplied to us by the Geological Survey of Canada. A beginning

has been made towards securing models of buildings, bridges, ships, machines, and of the hundred and one objects so familiar to the eye. Several public-spirited friends, appreciating the artistic value to the blind of tangible models, have kindly offered to present to the school busts of Beethoven and Mendelssohn, and other plaster casts.

Let those who read this report consider for one moment how much knowledge and information the child with sight gains from observation of that which he sees. Through the eye he becomes familiar with the objects about him. Photography has opened to him new and broader fields of knowledge. Through sight his faculties of perception and discrimination are developed. To the blind, touch is sight. Hence in their education tangible models and tangible objects are of the utmost importance.

In the musical department we require a good sized modern pipe organ. Such an organ as would be suitable to the needs of the school would probably cost beween five and six housand dollars. In all parts of the country the demand for church organists has become urgent. There is no reason why our pupils should not be trained as organists and choir masters. In Great Britain these positions are frequently filled by persons who are blind. The ways and means for securing an organ are now receiving earnest consideration.

Additional appliances are required in our technical department, and more apparatus is needed in our gymnasiums. The expenditure of $1000 upon these departments would probably meet our needs for some years to come.

BUILDINGS AND GROUNDS.

The resident school population—including officers, teachers, pupils and domestic staff—numbers one hundred and seventy persons. These are comfortably housed in commodious and suitable buildings which are admirably lighted and well-ventilated. In the planning of these buildings, much thought has been given to the special needs of the school. Provision has been made for the segregation of the sexes outside of regular school hours. The dormitories and smaller sleeping rooms are plainly but comfortably furnished, each pupil occupying a separate bed. The lavatory and bathing accommodations are adequate, and the plumbing is thoroughly up-to-date in all respects. The sitting-rooms, reading-rooms, reception rooms, and dining-rooms are well ordered and comfortable. The school rooms, music rooms, tuning rooms, workshops, and gymnasiums, in the new school building, and all that one could desire. The buildings are well heated throughout by a hot water system connected with four distinct furnaces.

The school is located in one of the most beautiful portions of Halifax, where the air is always fresh and invigorating, and where the uninterrupted rays of the sun can be felt and enjoyed from morn till eve.

The grounds in which the school stands include an entire city block bounded on its four sides by streets and bordered by beautiful shade trees, which were set out in 1870 by the late Mr. G. P. Mitchell. These grounds bear the name of Murdoch Square, in honour of the founder of the school. In them we have separate recreation grounds for the boys, for the girls, and for the junior pupils. The grounds have been tastefully laid out in paths and grass plots. Swings, giant strides, tilts, running tracks, etc., have been provided for the healthful enjoyment of the pupils. A large artificial pond beautifies the southern portion of the grounds. This pond has proved a great source of delight to the pupils for skating during the winter months, and for boating at other seasons of the year.

HEALTH.

The health of the pupils during the past year has been most satisfactory. The physician in charge, Dr. A. W. H. Lindsay, has, as usual, been unremitting in his attentions, and has done all in his power to maintain the high standard of health which has marked the history of the school for many years past.

GRADUATES.

The reports from the graduates of the school continue to be most encouraging. These reports are of never failing interest to me, recording, as they do, successes and failures, triumphs and defeats, and experiences of widely varying character. From these experiences of our graduates, I have gained many important lessons which have been turned to practical account in the training of the pupils of this school.

In June last, graduating diplomas were awarded as follows:—

Miss Clara McNeil, Glace Bay, C. B., certificate as a teacher of vocal and instrumental music.

Miss Emma Legere, Shediac, N. B., certificate as a teacher of vocal music and the cabinet organ.

Miss Alberta Kinsella, St. John, N. B., certificate as a teacher of the pianoforte and voice.

Miss Mary Blanchard, St. Charles, N. B., certificate as a competent masseuse.

Olivier Cormier, Moncton, N. B., certificate as a teacher of vocal and instrumental music. Also, a certificate as a pianoforte tuner.

John Keefe, Canso, N. B., certificate as a teacher of the pianoforte and cabinet organ.

Joseph Emino, Hebb's Cove, N. S., certificate as a teacher of vocal and instrumental music.

Mr. H. B. Campbell, principal of the musical department, is at present taking a year's course of study in one of the conservatories of music in Leipzig, Germany. Owing to his absence, Miss Clara McNeil and Mr. Olivier Cormier have received temporary appointments as assistant teachers of music.

Miss Clara McNeil has been awarded a scholarship in vocal music by the Halifax Conservatory of Music.

Mr. J. Hollis Lindsay, who graduated from this institution in 1903, has won distinction in the American Conservatory of Music, Chicago. Mr. Lindsay, after one year's training in the Conservatory, received his graduating diploma, and won the gold medal of his class.

BUILDING FUND.

Of the $23,038.22 subscribed towards the erection of our new school building, $17,768.22 have already been paid in. I sincerely trust that the balance, $5,270.00 may be realized at an early date. Subscriptions from those who have not contributed to our building fund are earnestly solicited.

CONCLUSION.

The Board of Managers have my most sincere thanks for the cordial support they have extended to me in the administration of the affairs of the institution.

All of which is respectfully submitted,

C. F. Fraser, *Superintendent.*

III—VICTORIA SCHOOL OF ART AND DESIGN, HALIFAX.

(Incorporated 1888).

DIRECTORS, 1905.

Ex-officio—THE SUPERINTENDENT OF EDUCATION,
THE MAYOR OF HALIFAX.

MRS. J. MORROW,
MISS E. RITCHIE,
MR. J. E. ROY,
COL. F. H. OXLEY,
MR. D. KEITH,
MR. J. C. O'MULLIN,
MR. A. MCKAY.
MRS. DAVYS,
MRS. CHAS. ARCHIBALD,
MR. JAMES DEMPSTER,
MR. J. C. MACKINTOSH,
HON. SENATOR POWER,
MISS M. MURPHY,

Auditor:
J. C. MACKINTOSH.

President ..... ————————
Vice-President ..... HON. SENATOR POWER.
Treasurer ..... COL. F. H. OXLEY.
Secretary ..... A. MCKAY.
Assistant Secretary ..... MISS M. E. GRAHAM.

TEACHING STAFF, 1904-1905.

Head Master:
H. M. ROSENBERG.

Assistant Teachers:
Mechanical and Architectural Drawing .... JOHN CRITCHLOW, C. E.
Freehand Drawing ..... MISS M. E. GRAHAM.

REPORT OF THE SECRETARY FOR 1904-05.

To A. H. MACKAY, LL.D., F.R.S.C.,
Superintendent of Education, Province of Nova Scotia.

SIR,—I have the honor to submit herewith the Financial Statement of the Treasurer of the Victoria School of Art and Design for the year 1904-05, also the Report of the Head Master.

Six Free Scholarships were awarded—two to Academies, two to High Schools, and two to Common Schools. Some of these stu-

dents were afterwards successful in securing prizes at the Provincial Exhibition.

Art education in all its various forms, from Mechanical and Freehand Drawing to Original Designing and Oil Painting, is every day becoming of greater importance in the development of our industries and in the culture of the people. For its advancement the Public School is the most effective agency. The Art School should therefore be more closely articulated with the general educational system of the Province. Progress in all the more elementary classes should be regularly tested by government examinations, and certificates should be awarded for the different grades and diplomas, given to those who completed the course satisfactorily. These certificates and diplomas would be of pecuniary value to the possessors and a great stimulus to more regular attendance and better work.

It should be one of the principal duties and highest aims of the head master to inspire the teachers of the public schools with a deep interest in art in every way possible, by teaching, by reading papers at Teachers' Associations and Institutes, etc.

In order to give a clearer idea of the origin and purposes of the Art School, I beg to submit a short historical sketch prepared for the formal opening of the Art School building three years ago.

Respectfully submitted,

A. McKay, *Secretary.*

Halifax, Feb. 2, 1906.

FINANCIAL STATEMENT.

The Victoria School of Art and Design *in account with the* Treasurer.

		Dr.		
1904.				
Aug. 1.	To amount Current Account overdrawn		$1402 30	
	To cost of building, bal., $1417.63			
Oct. 8.	" paid contractors	55.00		
			1472 63	
1905.				
July 31.	" investment City consols		4950 00	
	" deposit receipts		300 00	
	" balance Bank of Nova Scotia ..		200 74	
	" paid salaries to date		1487 76	
	" " models, supplies, etc.		43 76	
	" " fuel, light and repairs ...		207 79	
	" " advertising and printing ..		15 15	
	" " fire insurance		115 40	
	" " City taxes		102 13	
				$10297 66

Cr.

By balance due Endowment Fund..	$7827 40	
" Government grant	800 00	
" City grant	500 00	
" interest on investments	222 51	
" school fees collected	252 00	
" rents collected	531 00	
" proceeds lectures	162 75	
" subscriptions	2 00	
		$10297 66

Halifax, N. S., July 3rd, 1905.

FRED H. OXLEY,
Treasurer.

Audited and found correct.
J. C. MACKINTOSH, *Auditor.*

HEAD MASTER'S REPORT FOR 1904-05.

To the Directors of the Victoria School of Art and Design:

While the attendance in the various classes of the school did not reach in 1904-05 the highest mark, the receipts were larger, there being more paying pupils than formerly. The average of work was somewhat lower also, owing to the fact that about 98% of the students were new and inexperienced. An exhibition of the school's work was given at the Annual Provincial Exhibition, and medals were given it for merit, which demonstrates that the average of excellence has not fallen below that of other schools.

Ten lectures were advertised to be given in the school-room during the winter on art subjects. Nine only were given, one lecturer failing to appear because of another engagement, viz., a wedding tour.

The lectures were fairly well attended, and were exceedingly interesting; and it were well to continue to stimulate an interest in art and the school in that manner.

Following is a list of the lectures given:—

The Meaning and Scope of Art, by Dr. MacMechan.
Art Treasures in Cathedrals, by Prof. Stockley.
The Great Italian Masters, by Dr. Eliza Ritchie.
" " " " " "
" " " " " "
Greek Architecture and Greek Sculptors, by Rev. Prin. Falconer.

Picturesque Europe, by Rev. E. J. McCarthy.
" " " " "

Comparative Art, by H. M. R.

There were no bequests to the school last year.

Accompanying this is a list of the students attending.

Respectfully submitted,

H. M. ROSENBURG, *Principal.*

Morning Class.—Miss M. Reardon, 115 Dresden Row; Miss Annand, Digby; Miss Wood, ———; Miss Ritchie, Belmont, N. W. Arm; Miss Willis, 63 Queen St.; Miss Brown, Kent St.; Miss James, Charlottetown; Miss Crofton, Pleasant St.; Miss Anderson, Dockyard; Miss E. Anderson, Dockyard; Miss Angevine, 21 Spring Garden Road; Miss Fenerty, St. Margarets Bay Road; Miss Way, Dockyard; Miss Kinnear, South Park St.; Miss DeBlois, Bedford; Miss Marshall, Rockingham; Miss Hayward, 65 Edward St.; Miss Cossey, Ashleigh, N. W. Arm; Mr. Russell, Dartmouth.

Evening Class.—Miss Witter, Dartmouth; Miss Fanning, 36 Carleton St.; Miss Mowatt, Halifax Ladies' College; Miss Brodie, Willow St.; Miss Henrion, North St.; Miss Daley, North St.; Miss MacDonald, North St.; Miss Ross, Victoria Road; Mr. Burgess, Dalhousie College; Mr. MacKintosh, Dalhousie College; Mr. Schwartz, Jubilee Road; Mr. Willis, 36 Bishop St.; Mr. McCreedy, 156 Brunswick St.; Mr. Stapleton, Dalhousie College.

Afternoon Class.—Miss Ross, Victoria Road; Miss Inglis, 50 Robie St.; Miss C. Inglis, 50 Robie St.; Miss Elliot, Robie St.; Miss Connolly, 31 Maynard St.; Miss Power, Brunswick St.; Miss Colquhoun, Inglis St.; Miss Mulcahy, College St.; Miss Bliss, Dartmouth; Miss VanBuskirk, Dartmouth; Mrs. Lewis, Bedford; Mrs. Woolrich, Brunswick St.; Mr. Cawsey, Robie St.; Mr. Francis, Compton Avenue; Mr. Parlee, Bland St.; Mr. Hendry, Bedford; Mr. Merlin, Rockingham; Mr. Simmonds, Bedford.

Saturday Class.—Miss Evans, Bedford; Miss Inglis, 50 Robie St.; Miss C. Inglis, 50 Robie St.; Miss Elliot, Robie St.; Miss Connolly, 31 Maynard St.; Miss Power, Robie St.; Miss Daniels, Bedford; Miss Colquhoun, Inglis St; Miss Mulcahy, College St; Miss Bliss, Dartmouth; Miss VanBuskirk, Dartmouth; Miss Murphy, 126 South St.; Mrs. Lewis, Bedford; Mr. Butler, 22 Carleton St.; Mr. Herman, 259 Quarl St., Dartmouth; Mr. Lewis, Bedford; Mr. Strong, 176 Pleasant St.; Mr. Silver, Gottingen St.; Mr. Jackson, 45 Lockman St.

Pupils from Institution for the Deaf.—Miss McKinnon, Miss McLean, Miss M. McLean, Miss Morgan, Miss McLeod, Miss Liske, Miss Gosse, Miss Swim, Miss Mayo, Miss Joudrey, Miss Archibald, Mr. Crocker, Mr. Worthen, Mr. Trenholm, Mr. Zwicker, Mr. H. Treholm.

Pupils attending		Morning Classes	19
"	"	Afternoon Classes	17
"	"	Evening "	14
"	"	Saturday "	19
"	"	from Institution for the Deaf	16
"	"	Mechanical Classes	25
Number of Pupils attending Art School			110

Respectfully submitted,

H. M. ROSENBERG, *Head Master.*

Halifax, N. S., 29th Nov., 1905.

HISTORICAL SKETCH OF THE VICTORIA SCHOOL OF ART AND DESIGN, HALIFAX.

As the Jubilee of Queen Victoria's accession to the throne was approaching in 1887, many plans were proposed for the proper celebration of the auspicious event.

The plan suggested by Mrs. Leonowens, and warmly espoused by Mrs. J. F. Kenny, met with the approval of the general public. It seemed most appropriate that a beneficent reign should be commemorated by the founding of a beneficent institution, which would bring the gladness of utility combined with beauty into the homes of the people.

Mrs. Leonowens was a highly cultured woman who had travelled extensively, and was perfectly familiar with the social condition of France, Germany, Russia, and even of the far East, where the education of the present king of Siam had been entrusted to her care. She saw the advantages of art in enhancing the value of industrial products, in giving remunerative employment to all classes of artisans, and in beautifying our homes and public buildings. Besides, she was an eloquent and convincing public speaker, and worth a host in any good cause which she espoused.

She was ably assisted by Mrs. Kenny, a modest but most charming woman of refined tastes and skilled in many departments of the fine arts. While Mrs. Leonowens emphasized the industrial possibilities of an art education, Mrs. Kenny dwelt upon the finer aesthetic products of handcraft that satisfy the spiritual wants, those things that delight the eye, kindle the emotions and feed the soul. She believed, with Goethe, that "the beautiful is greater than the good, for it includes the good and adds something to it."

With two such leaders in a movement of this kind, failure was impossible. Appealing to the higher motives—patriotic, aesthetic and altruistic—they soon attracted to themselves a band of enthusiastic workers, determined by every legitimate means to create a public interest in art and to sustain that interest by endowing an art school.

From theatricals they realized $1000, from the World's Fair, $5,000, from the City, $3000, and from subscriptions in varying sums from $500 downwards, about $7,000, in all about $16,000.

A provisional committee of thirteen was appointed by the subscribers to the Endowment Fund. At the first meeting in July, 1887, it was decided to open the school in September, with Mr. Geo. Harvey as head master.

It was found impossible to secure suitable accommodation, and the Directors were compelled to accept totally inadequate rooms above the Union Bank.

So general was the enthusiasm aroused by the eloquence of Mrs. Leonowens, Dr. Allison, Dr. MacGregor and other educationists, that students flocked into the school in overwhelming numbers—282 students in rooms not half as commodious as those now occupied.

With a small staff of teachers in such circumstances, individual attention or good teaching was impossible, and disappointment was inevitable and the initial expenses were large. Notwithstanding that the fees for that year amounted to $1,882, there was a deficit of $629.

The gentlemen on the Board of Directors apprehended danger, but the ladies, carried away by the success of numbers, asked for an additional teacher for wood-carving and modelling, and the gentlemen, carried away by the zeal of the ladies, submitted.

The fears of the gentlemen were realized. The second year's list of students, and the fees, were reduced to less than one-half, and the deficit was $2,309.

Since that time the attendance has varied from 200, in 1894, to 96, in 1898. The number attending last year was 109, and the average for fifteen years was 138. Of these, 68 are educated free, viz., 48 apprentices, 8 scholarship pupils from the public schools, a class from the Institution for the Deaf and Dumb, and a few from other sources.

A word about the Directors. After the first year the number was increased to 17. Since the school was started 15 years ago, 32 different persons have, at different times, served on the Board of Directors. Of the 13 appointed on the first Board, only four remain, viz., Hon. Senator Power, James Dempster, J. C. Mackintosh, and Miss Ella Ritchie.

Of the 32, eight have died. I have already referred to Mrs. Kenny's heroic service in founding the Art School. She died in 1897. Concerning her, let me quote a sentence from our records:—" It was largely due to Mrs. J. F. Kenny's wisdom, loyalty, practical sagacity, fine artistic sense and untiring efforts, that the Victoria School of Art and Design was founded just ten years ago, as the most fitting of all institutions to commemorate the Jubilee of the reign of Queen Victoria. In the deliberations of the Directors, they will ever miss her wise advice, her tact, her practical suggestions, and, above all, her sweet, gracious presence and genial manners."

Mr. Archbold died in 1898. He was our most generous patron, having become a life member by the payment of $500.

Miss Lawson, who will be long remembered for her literary ability, died in 1892. She was a true friend of the Art School, and on one occasion, when help was needed, she collected $440 to meet current expenditure.

Mrs. Fuller, who died last year, was for several years a director. In business capacity, soundness of judgment, and interest in the school, she could not be surpassed.

PRINCIPALS.

I have stated that Mr. Harvey was the first Principal. He held the position for six years, during which time he sacrificed much time and money to make it a success. He was succeeded by Mr. Ozias Dodge for one year, Mr. C. C. Waterbury for one year, Miss K. N. Evans for three years, and Mr. H. M. Rosenberg, who is now in his fifth year.

LOCATION.

For four years the classes met over the Union Bank, for five years in the attic of the Academy, and for six years over Taylor's Drug Store. All this time the Directors were untiring in their efforts to secure good accommodation. In this building, which is now owned by them, at a cost of $9,400, their condition is not ideal, but it is very greatly improved.

Although working under difficulties all this time, the school has done good work. Many of its graduates have gratefully acknowledged their indebtedness to it. Among its students were Mr. Lewis Smith, Miss M. Graham, Miss Vondy, Miss Edith Smith, Prof. A. S. McKenzie, Mr. W. A. McDonald, City Engineer at Sydney; Mr. J. R. Wilson, Mr. Ernest Archibald, Mr. Frank Creighton, Mr. B. G. Dodge, Mr. J. F. Dustan, Mr. Slayter, and very many others who did excellent work.

My interest in the teaching profession leads me, in closing, to ask to be allowed to add one thought more. In our report for 1897 we stated that one prominent object of the school was to prepare teachers for the teaching of industrial drawing in the public schools.

Aristotle said that "children should be taught to draw, that their perceptions of beauty might be quickened."

All children may not be able to learn to draw well, but nearly every child can learn to recognize and appreciate the merit of good pictures. There are very few, or none, who could write plays such as Shakespeare wrote, but there are many who can learn to read and enjoy Shakespeare's plays. In ancient Greece every free man was

able to criticize and appreciate art. The people did not wait for the opinions of the supposedly initiated persons. Every artist felt the stimulus.

If the Victoria School of Art and Design is the means by which art is to permeate the city and the country, it must operate through the schools, inspire the day school teachers, exhibit works of art to the pupils, send out to them art loan collections, and within these walls prepare good art teachers.

When art is thus introduced through the schools, its refining influence will extend to the homes and elevate them in all that relates to good taste and morals.

A. McKay.

IV.—HALIFAX MEDICAL COLLEGE.

For the year ended April 30th, 1905.

N. F. Cunningham, M. D. .....*President.*
L. M. Silver, M. B. .....*Registrar.*
F. W. Goodwin, *M. D.*, M.R.C.S., L.R.C.P. *Secretary.*

No. of regular Professors, 21; Lecturers and Demonstrators, 10.

No. of Undergraduates:—First Year, 14; Second Year, 9; Third Year, 11; Fourth Year, 12; General Students, 1; Total Students, 47—44 males, 3 females.

Total number of Graduates, M. D., C. M., including those who have taken diplomas from Dalhousie University, 203.

The Thirty-seventh session opens September, 1906, and will continue for the eight months following.

The College building is admirably suited for the purpose of medical teaching, and is in close proximity to the Victoria General Hospital, the City Alms House, and Dalhousie College, and not far from the Halifax Dispensary.

A large wing has been added to the College, supplying Histological and Bacteriological Laboratories, etc., which have been furnished with microscopes and other apparatus necessary for practical work.

The recent enlargement and improvements at the Victoria General Hospital have increased the clinical facilities, which are now unsurpassed, every student having ample opportunities for practical work.

The course extends over four years and has been carefully graded, so that the student's time is not wasted.

Faculties of Dentistry and Pharmacy are being established, and arrangements made for graduation in these branches.

The following will be the curriculum for M. D., C. M., degrees:

MATRICULATION.—The preliminary examination prescribed by the N. S. Medical Act, or a recognized equivalent.

1st Year.—Inorganic Chemistry with Laboratory work, Anatomy, Practical Anatomy, Histology, Botany and Zoology.

(Pass Primary M. D., C. M. Examination, Sect. A, in Inorganic Chemistry, Histology, Junior Anatomy, Botany and Zoology.)

2nd Year.—Organic and Medical Chemistry with Laboratory work, Anatomy, Practical Anatomy, Materia Medica, Physiology, Practical Chemistry, and Practical Materia Medica.

(Pass Primary M. D., C. M. Examination, Sect. B., in Anatomy, Physiology, and Chemistry.)

3rd Year.—Surgery, Medicine, Obstetrics, Practical Pathology, Hygiene, Clinical Surgery, Clinical Medicine, Pathology, Bacteriology, Practical Surgery, Practical Medicine, Practical Obstetrics, Therapeutics, Dispensary and Hospital.

(Pass Final M. D., C. M. Examination, Sect. A., in Pathology and Bacteriology, Materia Medica and Therapeutics.)

4th Year.—Surgery, Medicine, Operative Obstetrics, Gynaecology and Diseases of Children, Ophthalmology, Otology, Clinical Medicine, Clinical Surgery, Operative Surgery, Practical Obstetrics, Hospital, Vaccination, Medical Jurisprudence and Hygiene.

(Pass Final M. D., C. M. Examination in Surgery, Clinical Surgery, Medicine, Clinical Medicine, Obstetrics, Disease of Women and Children, Medical Jurisprudence and Hygiene.

V.—NOVA SCOTIA COLLEGE OF AGRICULTURE.

Summary Report for 1904-5.

Principal—MELVILLE CUMMING, B. A., B. S. A.

To the Superintendent of Education for the Province of Nova Scotia:

SIR,—I have the honor to submit the first annual report of the College of Agriculture at Truro, Nova Scotia.

The College of Agriculture was formally opened on February 14th, 1905, with a teaching faculty as follows:—

M. Cumming, B. A., B. S. A., Principal and Instructor in Animal Husbandry.
F. C. Sears, M. S., Profesor of Horticulture.
H. W. Smith, B. S., Professor of Biology.
W. Jakeman, V. S., Lecturer in Veterinary Science.
F. L. Fuller, Agriculturist and Farm Manager.
J. P. Landry, Manager and Lecturer in Poultry Department.

Assisted by

Principal Soloan and other members of the Normal School staff, whose subjects are—English, Mathematics and Chemistry,—and F. G. Matthews, Principal of the Mechanic Science School.

COLLEGE EQUIPMENT.

The College equipment consists of a farm of 200 acres, of which about 100 acres are tillable upland, 50 acres marshland, and 50 acres pasture. The farm buildings consist of a large, well-arranged cattle barn, a horse barn, a piggery, and poultry buildings, all of which are fitted with modern improvements. In the stables are kept excellent specimens of live stock, representing most of the best breeds that are to be found in the Maritime Provinces.

A Dairy building, equipped for instruction in butter-making, cheese-making, running of cream separators, milk testing, and handling of milk and cream.

A Horticultural department, equipped with an orchard, a small fruit plantation, a vegetable garden, green-houses, and appliances necessary for giving instruction to students who wish to devote special attention to fruit-growing, market-gardening, or floriculture.

A large Main building, with well-lighted, airy class rooms and the necessary equipment for giving class-room instruction in the vari-

PROSPECTUS OF THE COLLEGE OF AGRICULTURE

TRURO
NOVA SCOTIA
1905-06

ous lines of agriculture. In the basement there is a blacksmith shop and a carpenter shop, where students are given practical instruction in handling tools of all kinds. In close proximity is a live-stock judging Pavilion, where practical instruction is given in all matters pertaining to the judging and care and management of the various classes of live stock.

The following is an outline of the educational work which has been carried on during the past year:—

SHORT COURSES.

The first regularly conducted educational work consisted of a three-weeks short course in the various branches of agriculture. Similar courses will be held every year, for they are especially adapted to the needs of those farmers and farmer's sons who are anxious to improve themselves along agricultural lines, but cannot afford to be away from their farms for any great length of time. Sixty-eight farmers and farmer's sons, varying in age from 16 to 70 years, were enrolled in the class of 1905. In addition, there were often present from 100 to 150 more, consisting, for the most part, of farmers from the adjoining community. The faculty were assisted in carrying on this course by representatives of the Department of Agriculture at Ottawa, by some of the Professors from Guelph, Ontario, as well as by some of the most practical farmers in Nova Scotia.

THE REGULAR TWO YEARS' COURSE.

The College was opened on October 15th last for the first two years, or, as it is termed elsewhere, the Associate Diploma Course, in Agriculture. At the present time some 23 students are enrolled in this course. This two years course is, as nearly as possible, identical with the corresponding one given at the Agricultural College at Guelph, Ontario, and an arrangement has been made with that institution by which any student in good standing who has completed the two years course at Truro, may enter the third year at Guelph and become a candidate for the B. S. A. degree from that institution.

SPECIAL COURSES.

At any time during the year, those who are interested in some special phase of farm work can attend the College and devote themselves to their chosen subject for any length of time they may see fit. During the past year two students took advantage of this opportunity. Both specialized in Poultry and Dairying.

TOTAL ATTENDANCE.

The total attendance during the past year, it will thus be seen, amounted to 93, the majority of whom came from the farms of the

Province of Nova Scotia. There were, however, out of this number, about 10 from the Province of Prince Edward Island, 9 from New Brunswick, 1 from the West Indies, and 3 from England.

AFFILIATION WITH THE NORMAL SCHOOL.

A Special Course in Dairying was given to all those who were in attendance at the Normal School during the month of February. In addition to this the male students attended a large number of the 'Short Course' classes. During the summer a course was given in Biology, which was attended by some 15 students. Instruction was also given in Horticulture to those who were in attendance at the Summer School during the months of July and August.

All of which is respectfully submitted,

M. CUMMING,
Principal College of Agriculture.

Truro, N. S., January, 1906.

VI.—GOVERNMENT TECHNICAL SCHOOLS.

(*Under the Department of Public Works and Mines.*)

Director:—EDWIN GILPIN, LL.D., F.R.S.C., D.S.O., *Deputy Commissioner of Public Works and Mines.*

Schools for the instruction of candidates for Underground Managers and Overmen were established at the following points:—

	District.	
1.	Coalburn	John Robert McDonald.
2.	Springhill	James Scott.
3.	Chignecto	Walter L. Johnson.
4.	Joggins	Sydney Grier.
5.	Inverness	Adam Spiers.
6.	Sydney Mines	David Brown.
7.	" No. 3	Duncan G. McDonald.
8.	Dominion No. 1	Norman McKenzie.
9.	Reserve Mines	Angus Munro.
10.	McKay's Corner	Roderick McIntyre.
11.	Dominion No. 4	M. A. McInnes.
12.	Caledonia	Richard Wilton.
13.	New Aberdeen	James Maxwell.
14.	Port Morien	John McDonald.
15.	Big Glace Bay	Edward Rogers.

16. Bridgeport ..... R. B. Crosby.
17. Port Hood ..... John Gray.
18. Coalburn ..... John R. McDonald.
19. Stellarton ..... Alex. McDonald.
20. Westville ..... John McDonald.
21. Thorburn ..... Dan. G. Love.
22. Mabou ..... John A. Roy.
23. Broughton ..... R. D. Anderson.

Instruction was given to candidates for Managers' Certificates by Mr. J. W. Marshall of Springhill.

Certificates were issued as follows:—

Managers	4
Underground Managers	10
Overmen	18

The examinations were conducted by the parties in each County who were approved of by the Department of Education as being fitted to carry out the examinations in the manner prescribed by it.

VII.—REPORT FROM THE NOVA SCOTIAN INSTITUTE OF SCIENCE, HALIFAX, 1904-5.

The Nova Scotian Institute of Science reports as follows on its proceedings during the past session of 1904-5, which was its forty-third annual session.

The following officers were elected for the year 1904-5:—

President—Henry S. Poole, D.Sc., A.R.S.M., F.G.S., F.R.S.C., *ex-officio* F.R.M.S.
1st Vice-President—F. W. W. Doane, C. E.
2nd Vice-President—Prof. Eben. MacKay, PhD.
Treasurer—William McKerron.
Corresponding Secretary—A. H. MacKay, LL.D., F.R.S.C.
Recording Secretary—Harry Piers.
Librarian—Harry Piers.
Other Members of Council—Maynard Bowman, B. A.; Watson L. Bishop; Prof. S. M. Dixon, B.A., B.A.I.; Edwin Gilpin, Jr., LL.D., F.R.S.C., I.S.O.; Alex. McKay; Prof. J. E. Woodman, D.Sc.; J. B. McCarthy. M.A., B.Sc.
Auditors—R. McColl, C. E., and Prof. F. H. Sexton.

Part 1 of Volume XI of the Proceedings and Transactions has been published, and part 2 is now in press.

The Library of the Society, which is incorporated with the Provincial Science Library, received 2,330 volumes and pamphlets during the year 1904.

Several popular lectures were given during the session, which were well attended.

The King's County Branch of the Institute, Wolfville, N. S., which was organized in 1901, did not meet during the session.

Meetings were held from October, 1904, until May, 1905. The following papers were communicated during the session:—

1. "Presidential Address", by H. S. Poole, D.Sc., F.G.S.
2.—" Pre-cambrian Volcanic Bombs from near Lake Ainslie", by H. S. Poole, D.Sc., F.G.S.
1.—" Presidential Address", by H. S. Poole, D.Sc., F.G.S. at Halifax, N. S., August, 1904", by Prof. S. M. Dixon, M.A., B.A.I.
4.—" The Volcanoes of the Hawaiian Islands", by Prof. J. E. Woodman, D.Sc.
5.—" Edible Wild Plants and Berries of Nova Scotia", by Walter H. Prest.
6.—" Distribution of Bedded Leads in relation to Mining Policy", by Prof. J. E. Woodman, D.Sc.
7.—" Notes on the Ore Deposits of South Cheticamp, C. B.", by M. V. Grandin.
8.—" A Structural Analysis of the Goldenville Anticline, Guys. Co.", by F. H. McLearn.
9.—" Notes on Crystallized Gold", by Prof. J. E. Woodman, D.Sc.
10.—" Detection of Vanished Coastal Plains", by Prof. J. E. Woodman, D.Sc.
11.—" Phenological Observations, Canada, 1904", by A. H. MacKay, LL.D., F.R.S.C.
12.—" Meteorological Notes", by F. W. W. Doane.
13.—" Weathering of Building Stone in Halifax", by Prof. J. E. Woodman, D.Sc.

Halifax, Nova Scotia, 10th May, 1905.

HARRY PIERS, *Rec. Secretary.*

APPENDIX E.

EDUCATIONAL INSTITUTES.

1.—SUMMER SCHOOL OF SCIENCE FOR ATLANTIC PROVINCES OF CANADA, HELD AT YARMOUTH, 11TH TO 28TH JULY, 1905.

(Attendance, 138.)

A. H. MacKay, LL.D.,
Superintendent of Education.

Sir,—I beg leave to submit the following report of the 19th annual session of the Summer School of Science for the Atlantic Provinces of Canada, which was held at Yarmouth, N. S., July 11th to 28th, 1905.

The school was opened by a public meeting held in the Opera House on Tuesday evening, 11th July. The meeting was presided over by Mayor Armstrong, and addressed by the Mayor, President Seaman, Dr. Hay, and others.

There were 138 members enrolled as follows:—Nova Scotia, 103; New Brunswick, 27; P. E. Island, 5; Quebec, 1; Ontario, 1; United States, 1.

Four hours each morning were devoted to class work under the best specialists in the teaching profession in the three provinces. The afternoons were devoted to laboratory and field work, the evenings to round table talks, lectures and readings. Among those who conducted evening lectures and discussions were Dr. Inch, Chief Supt. of Education for New Brunswick; Dr. Hay, Dr. Soloan, Dr. Putnam, and Dr. W. H. Drummond, of Montreal.

The school is under the deepest obligation to the Mayor and Town Council, Principal Kempton and the School Board, and to the citizen's committee of the town of Yarmouth, for the excellent reception and numerous excursions which they planned and carried out most successfully, thus relieving the executive of much responsibility and greatly aiding the work of the school.

While some sessions have been more largely attended, yet, at no session were the students more enthusiastic, and never in the history of the school was better work done.

It was decided to hold the next session of the school at North Sydney, C. B., July 3rd to 20th, 1906.

The following officers were appointed:—

President ..... J. D. SEAMAN, Charlottetown.
Vice-Presidents ..... W. F. KEMPTON, Yarmouth.
THOS. STOTHART, St. Johns.
THEO. ROSS, Ross Corner, P. E. I.
Secretary-Treasurer ..... W. R. CAMPBELL, Truro.
Directors ..... DR. J. B. HALL, Truro.
JAS. VROOM, St. Stephens.
DR. L. W. BAILLEY, Fredericton.
W. F. KEMPTON, Yarmouth.

The Financial Statement is as follows:—

RECEIPTS.

Balance on hand	$ 5 24	
Government of N. S.	200 00	
" N. B.	100 00	
" P. E. I.	50 00	
Town of Yarmouth	150 00	
Fees	175 00	
Advertisements in Calendars	159 00	
Proceeds of Lectures	27 15	
Sundries	3 00	
		$869 89

EXPENDITURES.

Calendars and other printing	$167 38	
Postage, freight, expressage, advertising.	125 43	
Class expenses and incidentals	41 86	
Instructors, officers, lectures	505 00	
Balance on hand	30 22	
		$869 89

I have the honor to be,

Your obedient servant,

W. R. CAMPBELL, *Secty.-Treasurer.*

II.—TEACHERS' INSTITUTES.

(a).—Normal Institute for Inspectorial Divisions 6, 7, 8 and 11, (Cape Breton Island, Antigonish and Guysboro).

Held at Port Hawkesbury, Sept. 26, 27, 28, 29 and 30, 1904.

(Attendance, 250.)

The first session of the Teachers' Normal Institute for the Counties of Antigonish, Guysborough, Inverness, Victoria, Richmond and Cape Breton, was held at Port Hawkesbury, C. B., during the last week of September, 1904.

This Institute might be looked upon as an extension of the Provincial Normal School,—its main purpose being to show those teachers who have not had professional training the best and most improved methods of conducting classes under conditions smilar to those which obtain in the ordinary school-room. And incidentally it is expected to have at least some influence in inducing untrained teachers to take a course in the Normal School. It had been found that the benefits derived from Institutes whose exercises consisted entirely of the reading of papers and desultory discussions were not very great, and some of the more prominent educationists in the eastern portion of the Province, headed by Inspectors A. G. Macdonald, John McKinnon, and M. J. T. Macneil, concluded that it would be well to attempt an Institute conducted on different principles. Their anticipations have been fully realized, and, as a result of the experience at Hawkesbury, it would seem that this Teachers' Normal Institute is destined to be often repeated. The second session of the Institute was held at North Sydney, C. B., in September of the present year. It was in every way a pronounced success. But as a full account of it will appear in due course, nothing further regarding it need be said now.

The Institute under review was opened by a general meeting of the attending teachers in the Town Hall at 7.30 p. m. Monday, September 26, 1904. The purpose of the Institute and the work proposed to be accomplished during the week was outlined by the President, Inspector A. G. Macdonald. Then followed the enrolment of the members.

The actual work began on the following morning, and was continued for four days. The forenoons were devoted to the teaching exercises, the afternoons and some of the evenings to the reading of papers

and general discussion of pedagogical questions and other educational matters. Four rooms in all, the Town Hall and three apartments in the High School, were used for teaching. The accompanying time-table shows the order of the work:—

ROOM.	TUESDAY.	WEDNESDAY.
No I.	9—10—Arithmetic, VII., VIII 10—11—Lang., VI.-VIII. 11—12—Draw., VI.,-VIII	9—10 Reading, III., IV. 10—11—Nature, I.-IV. 11—12—Geog, VII., VIII.
No. 2.	9—10—Reading, III., IV. 10—11—Nature I.-IV 11—12—Geog, VII., VIII.	9—10—Arithmetic, III., IV. 10—11—Geography, V., VI. 11—12—Nature, V.-VIII.
No. 3.	9—10—Arith., III., IV. 0—11—Geog., V, VI. 11—12—Nature, V. VIII.	9—10—Reading, I., II. 10—11—Geography, III., IV. 11—12—Arithmetic, V., VI.
No. 4.	9—10—Reading, I., II. 10—11—Geog., III., IV. 11—12—Arith., V., VI.	9—10—Arithmetic, VII., VIII. 10—11—Language, VI-VIII. 11—12—Drawing, VI.-VIII.

ROOM.	THURSDAY.	FRIDAY.
No. I.	9—10—Arithmetic, III., IV. 10—11—Geography, V., VI. 11—12—Nature, V.-VIII.	9—10—Reading, I. II. 10—11—Geography, III., IV. 11—12—Arithmetic, V. VI.
No. 2.	9—10—Reading, I, II 10—11—Geography, III., IV. 11—12—Arithmetic, V., VI.	9—10—Arithmetic, VII., VIII. 10—11—Language, VI.-VIII. 11—12—Drawing, VI.-VIII.
No. 3.	9—10—Arithmetic, VII., VIII. 10—11—Language, VI.-VIII. 11—12—Drawing, VI.-VIII.	9—10—Reading, III., IV. 10—11—Nature, I.-IV. 11—12—Geog., VII.-VIII.
No. 4.	9—10—Reading, III., IV. 10—11—Nature I-IV. 11—12—Geog., VII., VIII	9—10—Arithmetic, III, IV. 10—11—Geography, V., VI. 11—12—Nature, V.-VIII.

It was ingeniously contrived so that each of the lessons was taught in each of the four rooms. Thus the attending teachers remained throughout all of the four forenoons in the room selected Tuesday morning. It was not necessary for any of them to move about in order to see all the work. To show how this was accomplished, an illustration will be useful. Take the first lesson on the programme,—Arithmetic, Grades VII and VIII. This lesson was

taught in Room No. 1 at 9 o'clock Tuesday; in Room No. 2, at 9 o'clock Friday; in Room No. 3, at 9 o'clock Thursday, and in Room No. 4 at 9 o'clock Tuesday. A similar arrangement can be observed with regard to every other lesson mentioned.

Following are the names of those who conducted the lessons:—

Miss Effie G. Macdonald, Sherbrooke, N. S.—Reading, I, II.
Miss Eva Dillon, Guysborough, N. S.— Reading, III, IV.
Miss Nellie Connolly, Sydney, N. S.—Reading, I, II.
Miss Ethel Dickson, Truro, N. S.—Arithmetic, III, IV.
Miss Mary C. Macdonald, St. Peters, C. B.—Arithmetic, V, VI.
Prof. E. W. Connolly, Truro, N. S.—Arithmetic, VII, VIII.
Mr. F. G. Morehouse, Antigonish, N. S.—Geography, III, IV.
Mr. D. McK. Gillis, L'Ardoise, C. B.—Geography, V, VI.
Miss Vangie Shaw, Sydney Mines, C. B.—Geography, VII, VIII.
Prof. Harlow, Truro, N. S., and Miss Margaret Thompson, North Sydney, N. S.—Nature, I-IV.
Mr. S. A. DeWolfe, North Sydney, C. B.—Nature, V-VIII.
Miss Anna B. McKenzie, Sydney Mines, C. B.—Language, VI-VIII.
Mr. E. B. Smith, Port Hood, C. B.—Drawing, VI-VIII.

The pupils for the different classes were drawn from the schools of Hawkesbury. They had been well drilled during the weeks preceding and were always in the proper room when required. This somewhat difficult portion of the work fell on Mr. D. J. Matheson, and the other teachers of Hawkesbury who deserve much credit for having accomplished it so successfully.

The exercises in the afternoons took place in the Town Hall.

On Tuesday, Miss Ottie A. Smith of the Normal School, gave an instructive talk on Freehand Drawing. Her illustrations on the blackboard were of an interesting and valuable character. Miss Bessie G. Jamieson of Canso, read a paper on Writing. Her explanation of the method by which she was accustomed to teach pupils how to give letters the proper height was very useful to many of those present. Mr. E. B. Smith of Port Hood, showed how the Diagonal Scale is constructed, and explained its use.

A public meeting open to the citizens of the Town was held Tuesday evening. Addresses were delivered by the Superintendent of Education, Mayor Embree, Mr. G. Forsyth, Principal Soloan of the Normal School, Dr. Longley, and Inspectors A. G. Macdonald and John McKinnon. Interspersed among the addresses were a number of musical selections, vocal and instrumental.

Wednesday afternoon papers on "Shall and Will" and on "History in the Rural Schools" were read, the former by Rev. Dr. Macdonald of St. Andrews, N. S., the latter by Dr. G. U. Hay of St. John, N. B. Both these papers were much appreciated. In the discussion which followed, Dr. MacKay, Principal Soloan, Inspector Macdonald, Principal Campbell of Truro Academy, Prof. Connolly and others took part.

Thursday afternoon the teachers in two parties were treated to an excursion on the Strait of Canso by the Town Council of Hawkesbury. Afterwards Dr. J. J. Cameron, of Antigonish, read a useful paper on Physiology.

On Friday officers were elected as follows:—Chairman, Inspector Macdonald; Vice-Chairman, Inspector Macneil; Executive Committee, W. A. Creelman, G. W. McKenzie, E. B. Smith, W. A. Macdonald, F. I. Stewart, Miss Kate McKenzie, and Miss Eva Dillon.

In all about 250 teachers attended. As this Institute was undertaken largely as an experiment, the travelling expenses of C and D teachers who did not hold diplomas from the Normal School were paid by the Government. The sum of $255 was expended for this purpose.

T. M. PHELAN, *Secretary.*

North Sydney, C. B., October 31, 1904.

(*b*).—DIVISION No. 10 (CUMBERLAND COUNTY, ETC).

Held at Springhill, 18th to 21st April, 1905.

(Attendance, 173).

The teachers of Division No. 10 met in the Parish House Hall at 2 o'clock. Inspector Craig took the chair at 2.30. After enrollment W. R. Slade presented his resignation as secretary, which was accepted, and W. D. McTavish appointed in his place.

The President in his opening address congratulated the teachers upon the increase in salaries as shown by the report of the Superintendent. He also referred to the recent legislation for the protection of teachers while in the performance of their duties, and suggested that each should become a member of the Teachers' Union, which has for its object the protection of teachers interests in courts of law. He spoke briefly of the Phenological sheets, and urged the

necessity of care in filling them out. He spoke strongly for more attention to manners in the schoolroom, and care of the room itself and the furniture. He also referred to the League of the Empire, and the many advantages that might be obtained through connection with it.

Mr. Smeltzer of Wallace, followed with a paper on "Practical Teaching in Rural Schools." He contended for more freedom and urged the necessity of fitting the teaching to the needs of the particular community in which the teacher was situated, as well as to the tastes and aptitudes of the different pupils.

Mr. Soloan criticized the paper, asserting that the business of the school was to provide the groundwork upon which it was the duty of the student to build as his tastes or aptitudes led him to choose. Several others spoke in the same strain.

J. A. Benoit spoke next on the "Application of Physical Principles to the Study of Weather Phenomena".

Some discussion followed this paper, participated in by Dr. Magee, Mr. Soloan and others.

On Tuesday evening a public meeting was held. Wm. Reece, chairman of the Board of School Commissioners of Springhill, occupied the chair. Inspector Craig was the first speaker. He made a strong plea for better accommodation for the children and more play grounds. Spoke of truancy, and how to deal with it. Dr. Soloan followed with an historical sketch of the development of education in this province from 1864 to the present time. D. McLeod and E. B. Paul, M's. L. A., spoke briefly, as did also J. A. Benoit.

Wednesday morning's session was opened by a paper by G. G. Sedgewick, B.A., Oxford High School, on "Teachers' Reading." It was so much appreciated that the Institute unanimously asked Mr. Sedgewick to allow of its being published in the "Educational Review."

Miss Margaret A. Grant then taught a very interesting lesson to a class of children on literature. This was followed by Dr. B. L. Murray of Springhill, on "Immunity against Diseases."

Miss L. M. Hockin, B. A., of Amherst, followed with a lesson and talk on drawing, which called forth many commendations and expressions of opinion. Miss Hockin emphasized the fact that drawing was not really an additional subject to be taught but a *method of teaching* all subjects.

Wednesday afternoon session was particularly interesting to those interested in nature work, for Miss Agnes Spencer of Great Village, and Mr. Percy J. Shaw, B. A., of the Macdonald School Gardens, spoke at length on that subject, Mr. Shaw dwelling upon the principles which should govern the teaching of nature, and Miss Spencer upon the application of these principles to the actual work of the school.

Several spoke to these papers. Mr. Lay spoke next on School Libraries, and at the close of his paper offered five dollars to be divided among the first ten schools applying for it, which would add to their libraries a year's subscription to the Illustrated London News. Mr. Craig duplicated Mr. Lay's offer.

The Institute then agreed to offer thirty dollars out of their funds to the first fifteen strictly rural schools which raised ten dollars for the purpose of establishing a School Library. The schools to participate equally, two dollars to each.

The last paper of this session was read by Miss Lizzie R. Kirkpatrick, on Fifth and Sixth grade work.

Miss Kirkpatrick said that the work in those grades was quite suitable for children who had been properly trained and who were sufficiently developed. Premature promotion was the chief evil that teachers had to contend with.

Three papers were read Friday morning. The first by W. W. Herdman of Acadia Mines, on Patriotism, the next, really a lesson, by Miss M. McPherson of Springhill, and the last by Miss Bertha A. Cameron, on teaching young children how to talk. All were interesting, but on account of press of business and lack of time were not discussed.

In the business meeting which followed Mr. Sedgewick of Oxford, or successor, was chosen Vice-President, and the principals of the chief schools with the officers were nominated as executive.

W. D. McTavish, *Secty.-Treas.*

(*c.*)—Division No. 5 (Hants and Kings Counties).

Held at Hantsport, 19th and 20th April, 1905.

(Attendance, 120).

The annual meeting of the Teachers' Institute for Inspectorial Division No. 5, met at Hantsport in the High School Room at 9.45 a. m. The President, C. W. Roscoe, Esq., in the chair. After

the enrollment of teachers, a committee to nominate judges for the Writing and Drawing exhibits was appointed, viz:—Messrs. C. J. McNab, E. Robinson and Miss Yuill, and a sub-committee to arrange the exhibits.

The President opened the Institute by a short address, welcoming the teachers and outlining the work according to the programme.

The first paper was read by Principal E. Robinson of Kentville, entitled "Suggestions for Nature Study". Subjects should be taken up in natural order, suited to the pupils. The following plan was suggested. Teachers might use the Phenological Observation sheets. The pupils should be given one, a second retained by the teacher, and the third sent to the Inspector. The sheet filled in by the teacher should be preserved and filed for his or her successor.

A spirited discussion followed, the opinion being that the scheme was simple, workable and comprehensive.

Mr. W. H. Powell, of Maitland, was introduced and gave an instructive lesson in Chemistry, making oxygen gas and performing a number of experiments with the same. He showed very clearly what might be accomplished by any teacher with very simple and cheap apparatus.

The first session closed at 12.15 p. m.

The second session opened at 2 o'clock, the President in the chair. A telegram from Inspector Craig, who was holding an Institute at Springhill, was read, conveying the good wishes of the teachers of his Division.

On motion, the President was authorized to reply, reciprocating the good wishes of this Division to their fellow teachers in Cumberland.

Prof. Haley of Acadia College, then explained the principles of the Marconi system of Wireless Telegraphy by suitable diagrams on the blackboard and by apparatus arranged in the room. The apparatus was in good condition, giving a ready response to the generating batteries. He also showed the great value of this system not merely from a commercial point of view, but in war and to the world at large.

Mrs. P. E. Parker of Wolfville schools, gave an illustrative lesson on the teaching of music by the Staff Notation. She used the principles of the Tonic Sol Fa system as a basis and built upon that, so that she had little difficulty in making her pupils of Grades III and IV. understand the Staff Notation and sing by it.

Miss A. B. Juniper of the Middleton Consolidated school, read an interesting paper on "Discipline". She considered the subject in its effect on the tone of the school. Discipline should form in the pupil habits of self control. The teacher must be strictly moral. Good manners in the school room, halls and play ground, as well as cleanliness, should be insisted upon from the very beginning.

This paper was spoken to by Principal Patterson of Acacia Villa school, in which he emphasized the various points made by the writer.

This session adjourned at 4.30 p. m.

The public meeting was held in Churchill's Hall at 8 o'clock. The large hall was packed to the doors. President Roscoe occupied the chair, besides whom were present on the platform Rev. Dr. Keirstead, Prof. Dahl, Rev. E. B. Morse, Dr. Burgess, Dr. Margeson, R. W. Ford and others. The pupils of the Hantsport schools gave a hoop drill, prettily performed, accompanied by music. The Vice-President, Principal Shields, gave an address of welcome on behalf of the Town, which was replied to by the President. A piano duet was skilfully executed by the Misses Davison and Laurence of Hantsport.

Miss Juniper read a carefully prepared paper on Domestic Science, showing the need of it, its relation to other subjects, its benefits to the child, the parents and the community at large.

A vocal solo was rendered by Miss Grace Burgess in such a pleasing manner that she had to respond to an encore.

Prof. Dahl, the newly appointed professor of Engineering in King's College, spoke briefly upon the natural resources of the Province, the need of development, and made a strong plea for his College in setting forth to aid in this development.

A violin duet by Principal R. W. Ford and Miss Lockhart, with Miss Davison as accompanist, was well rendered.

The last speaker was the Rev. Dr. Keirstead, who was filling the place of Superintendent MacKay, who was unavoidably absent. He gave an interesting address on language study, particularly the English language. He expressed the idea with much emphasis of studying, spelling, learning Latin and Greek notes and memorizing choice extracts. This Institute has always had a friend and a faithful supporter in Dr. Keirstead, and will miss him very much. The Rev. W. Morse spoke briefly in appreciation of the work of teachers. This most successful meeting closed by singing the National Anthem.

HANTSPORT, April 20th, 1905.

The morning session began at 9.15, with the President in the chair. The following committee was appointed as judges of the Writing and Drawing Exhibits, viz:—Messrs. Sutherland and McMahon and Miss Farrell.

Miss Lenore Kaulbach of Kentville, taught a lesson in English to a class of pupils from Grade VIII, a poem entitled "Bismallah" (in God's name) was selected and written on the blackboard and the pupils had each a written copy. It was cleverly taught.

This was followed by another lesson to the same class taught by Miss Parker of Hantsport, the subject being Mathematical Drawing. The blackboard was used by the pupils, and with protractor and scale several difficult problems were solved.

Miss E. J. Yuill, of the Wolfville schools, gave an address on English Literature, and showed her method of teaching it to Grades IX and X. Several plays of Shakespeare were outlined and notes of pupils were read showing their conceptions of them. She also showed how she taught composition in combination with the above. This lesson was interesting and very suggestive.

Mr. B. McMahon of Waterville, briefly addressed the teachers on reading matter for themselves. He spoke a good word for the *Review*. He quoted club rates for certain magazines, which would tend to broaden their views and also provide some recreation. This session adjourned at 12 m.

The closing session began at 2 p. m. with the President in the chair. A short business session took place at which Wolfville was selected as the next place of meeting. The following were elected as members of the Executive:—President, C. W. Roscoe, Esq., *ex-officio*; Vice-President, R. W. Ford; Secty.-Treas., J. A. Smith; Prin. P. J. Shields, Miss L. Kaulbach, Prin. Robinson and Miss A. Forbes. Votes of thanks were tendered the teachers of Hantsport, Board of School Commissioners for free use of hall for public meeting, all who assisted in the music, and the young people who cleverly executed the hoop drill.

Mr. Schurman, of the Maritime Business College, then opened up the subject of writing, and explained his method of teaching it. A practical blackboard lesson was given the teachers.

The judges appointed to award the prizes for the best Writing and Drawing reported as follows:—

First prize for Writing—Grade III, Windsor.
Second prize for Writing—Grade III, Windsor.

First prize for Writing—Grade VII, Windsor.
Second prize for Writing—Grade VII, Hantsport.
First prize for Drawing—Grade V, West Branch.
Second prize for Drawing—Grade V, Mount Uniacke.
First prize for Drawing—Grade VIII, Lower Gaspereau.
Second prize for Drawing—Grade VIII, Hantsport.

The first prize for Drawing and Writing were $1.00 each, and the second prizes 75 cents each.

A paper written by Mr. J. E. Woodworth of Berwick, entitled "Civics", was, in his absence, read by the Secretary. The writer emphasized the need of moral reform in all our state affairs, and that the initiative should be in our schools. This completed the programme and the time for adjournment had arrived. The number of teachers present was 120. The Institute was regarded as one of the most interesting and profitable ever held in this Division, due, to a large extent, to the wisdom and sagacity of the President.

The President gave a short farewell address, then declared the Institute closed, to meet at Wolfville, at the call of the Executive.

J. A. SMITH, *Secretary.*

(*d*).—DIVISION NO. 4 (ANNAPOLIS AND DIGBY COUNTY).

Held at Digby, 25th and 26th May, 1905.

(Twenty-sixth Session. Attendance, 95).

On account of diphtheria in Bear River, the teachers of District No. 4 met in their annual Institute, in Digby, on May 25th and 26th. The attendance, probably on account of the unexpected change that had been made, interfering with plans, was much less than usual, only a few over ninety being enrolled.

At 9.30 a. m., on Thursday morning, Pres. Morse took the chair. After enrollment of those present, the minutes of the last meeting were read and approved.

On motion, W. H. Longley was reelected Secretary-Treasurer.

The opening paper, prepared and read by Prin. R. F. Morton, of Digby Academy, was upon the subject, "The Three R's:" Prin. Morton commented upon the stress laid upon Manual Training and Nature Study in the last Institute he had attended. He stated that the education of a child was two-sided, that which is practical and

that which unfolds natural talent. In his opinion Manual Training is good in so far as it produces accuracy, provokes interest or gives variety.

With regard to his subject, Prin. Morton made these points: To secure good reading, greater variety of readers is necessary. Spelling with meanings should not be taught from lists of words, but from the context. The style of writing to be followed should be settled by the C. P. I., and not left to the decision of the successive teachers, which plan gives the present conglomerate style which is so common. In arithmetic, accuracy is the test. To secure this there must be severity in grading, mental work and lavishness of short cuts in the higher grades.

Prin. Smith, of Annapolis Academy, speaking in defence of Nature Study and Manual Training, said that emphasis is necessary to bring a subject to notice, though it does not follow that the world hinges on that point. Manual Training begins in Grade VI., while the primary education should be practically finished by that time and should have consisted almost entirely of the "Three R's." Manual Training and Nature Study in proper correlation with the Three R's. are in the forefront of education. Prin. Smith wanted the discussion to commence with the first paper and something helpful, something of experience in method of securing variety and accuracy, to be given.

Miss Kinley was interested in the question of special reading. A child cannot be promoted until proficiency in the other branches is acquired, and hence the reader is gone over several times. She asked how other teachers proceeded in the matter of supplementary reading.

The President stated that, according to the announcement in the Journal of Education, the new edition of readers would offer variety for the next year, while Prin. Morton explained the method followed in Bridgewater. First, the suitable selections in the reader were studied, after which, with money raised by school concerts, cheap books were purchased from a standard educational company, and after being used, provided the children did not buy them, were placed in the school library for use in succeeding years.

In the discussion of methods to improve writing, it appeared that much of the work of the Business College, which turns out excellent writers, consists of practice of the right method of holding a pen and the elements used in letter formation. By some it was considered advisable to spend more time on No. 1 of the series of copy books, since it contains the elements, rather than run through the list from Nos. 1—8.

The discussion upon this paper having been brought to a conclusion, Prin. Hattie M. Clark, of Carleton's Corner, gave an instructive talk upon drawing, illustrating her remarks by drawing upon the board and by sketches prepared beforehand. Miss Clark would make two divisions in drawing class in a miscellaneous school, the first including the lower grades to deal with outline work only, while the second composed of the higher grades should add shading. Before shading an object is tried, copies of finished work by the teacher should be studied. By simple lessons it should be shown that shading is what enables us to distinguish the shapes of bodies. Shading should be done by working from the darkest to the lightest, and must be done at one time, or when the sun is occupying the same relative position on successive days. It is a common mistake in drawing to put in too many details, as, for instance, to make all the shingles upon a roof or all the staves in a barrel. Where light falls brightest, lines fail to appear.

The lesson was followed intently by all present, and received favorable comment from Messrs. A. W. L. Smith, G. A. Boate and S. C. Schaffner, the latter of whom as an ex-teacher was invited by the President to participate in the discussions of the Institute and replied with a few suitable remarks.

On motion, meeting adjourned to meet at 2 p. m.

Thursday Afternoon.

Principal A. W. L. Smith first read a paper prepared by T. H. Spinney, of Meadow Vale, which drew attention to the fact that decimals are so-called by reason of their denominators being expressed in powers of ten, and again that they are but common fractions expressed in more convenient form. A method of reducing the vulgar fraction to the decimal form differing from that in the text-book was introduced and received demonstration upon the board at the hands of the reader. Finally, Principal Smith spoke upon the advantage of a thorough knowledge of the decimal system in connection with the use of the metric system, and Principal Morton considered the paper to be an exposition of the statement that pupils should know the why and wherefore of mathematical calculation, and considered that a debatable subject.

Miss Mary T. Kinley next read an excellent paper upon "The Country School: its Discouragements and Inspirations." After commenting upon the various trials of the country school teacher, in a way which called forth upon the faces of the hearers a smile born of experience, she declared that after all, discouragement should be no part of a teacher's life. She dwelt upon the facts that to dis-

cover genius, to aid developing talent, to add to the upbuilding of character, are noble works; and that in spite of all its points of inefficiency of equipment and prejudice against innovation, many of the world's great men had risen from the ranks of the pupils of the rural school. She also considered it practical for every country school to have a school garden, and had found the school garden a common point of interest, establishing a bond of interest between teacher and pupil.

Dr. J. B. Hall, having arrived, took part in the discussion of the paper. He quoted an authority to the effect that a child learns more before the age of seven than after, and wanted more of the method of the child's early education introduced into the school-room. Upon inquiry, he was assured that nine school gardens were being prepared in as many different sections in the district.

Mr. A. DeW. Foster wished to express his favorable opinion of outdoor expeditions with the pupils, to woods, shore or other places of interest. He also advocated the payment of salaries in all sections at the end of each quarter, calling attention to the *Journal* upon the point.

Miss Fash, on behalf of the Consolidated School, presented a few facts with regard to the favorable results obtained.

The programme for the afternoon having been concluded, a little while was spent in the discussion of problems presented by different teachers, as follows:—

1. What exercises are suitable for giving pupils a taste for Literature? Drawing from experience, teachers answered: (*a*) Make use of the school library. (*b*) Have a Literary Society, devoting alternate Friday afternoons to the study of Longfellow, Tennyson, or other standard authors. (*c*) Establish a school paper, with one of the older pupils in charge, to receive contributions from the others. In this connection the Henty books were discussed with regard to their suitability for the school library. The conclusion arrived at was that they were adapted to the purpose in question, if tried at first. Testimony being received to the effect that such is the case, favorable judgment was passed.

2. How shall a teacher advanced in years acquire a knowledge of drawing? Shall such teachers as are inefficient in this branch leave the profession? Dr. Hall considered a teacher nearing the dead line who did not yearly add something new to his or her professional equipment, and considered that drawing as well as any thing else might be that new thing. With books we now have giving instruction, teachers should be able to acquire an intelligent knowledge of the subject.

3. What can be done to keep the school garden in proper condition during the summer? Principal Smith stated that the School Commissioners in Annapolis had willingly agreed, upon request, to care for that in connection with the Academy. Mr. A. DeW. Foster considered that the children of the section should take care of it during that season.

FRIDAY MORNING.

It had been planned that at this time Professor Haley, of Acadia, should give the Institute the benefit of a demonstration of the principles of wireless telegraphy, but at the last moment it was found impossible for him to do so.

Dr. J. B. Hall therefore, at the invitation of the executive, addressed the Institute. He desired to say something uplifting. Considered the school, church and home the three factors in education. The school training rests upon three things,—the course of study, the condition of the school premises, and finally the teacher. He spoke of the ways in which he had endeavored to put into practice the ideas he received after considering education as derived from *ex duco,* considering it as a leading out, and then as a process of cramming, and finally as a training up or teaching to make the best of every faculty. Grading is not education, and information, though good, is only one of the lowest features that make it up. The surroundings of a pupil in his school days go far in shaping his character. Habits of cleanliness and neatness, with a developed taste for the aesthetic, may be implanted in his life in embryo. If he had a wish to improve his own salary, he should endeavor to improve the school premises. If he wished to improve the children morally and intellectually, he should endeavor to do the same thing as the true method.

Inspector MacIntosh, with Principals Smith and McKittrick, took part in the discussion.

Next, Miss A. B. Juniper, teacher of Domestic Science in the Consolidated School, read a paper treating of "Domestic Science as a School Subject." The first point was that its teaching is necessary, since the average girl, when she would profit most by her mother's teaching, is at the high school, also, since the mother may not have the patience to put up with a girl's attempts, and might besides, though in possession of the knowledge, not be a born teacher. In the second place, Domestic Science brings one into actual touch with weights and measures, readily becomes subservient to Geography, Physics and Chemistry. More than is necessary in other departments, the faculties of observation must be cultivated and discipline adhered to. Finally, many are benefitted. The child must learn to think for itself. Through her own attempts, the girl becomes aware of the trials

of the kitchen, and to have more respect for the feelings of others. To many, Domestic Science means instruction in cooking only, but such a meaning is too small. It is a training which is of incalculable benefit in teaching girls to keep good homes and become intelligent mothers.

Mr. G. A. Boate next gave a few points with regard to the drawing of projections, working under difficulties since no class was present, the lesson having been called sooner than had been expected.

On motion, the following were appointed as delegates to the Provincial Educational Association:—Principals G. B. McGill, R. F. Morton, H. L. Bustin, Lenfest Ruggles, Laura M. O'Brien, A. F. Amirault, W. E. Banks, Carrie E. Chesley, Misses Elsie M. Best, Mary FitzRandolph, and Mr. A. DeW. Foster.

On motion, Principal R. F. Morton was appointed Vice-President for the ensuing year.

On motion, an executive committee was appointed as follows:—A. DeW. Foster, chairman; Principals L. Ruggles, G. B. McGill, Misses Effie Brinton and Iva M. Stevens.

Principal A. W. L. Smith read a letter from the Town Clerk of Annapolis, cordially inviting the Institute to hold its nxet session in that town, but as Bear River was considered to have prior claims, the matter, with the time of meeting, was left to the executive to decide.

Friday Afternoon.

The Institute met in its final session at 2 p. m., opening with a lesson in Elementary Science to Grades VII and VIII by Mr. W. K. Tibert, of the Bear River school. By a series of simple experiments, performed with the simplest home-made apparatus, he succeeded in leading his class to see clearly the various properties of the air and the principles upon which the water pump is constructed. This lesson received much well-deserved commendation from several members of the Institute.

It was moved, seconded and passed, that the Secretary-Treasurer be authorized to pay all bills of the Institute.

On motion, a vote of thanks was extended to the Town of Digby for the courtesies extended to the Institute, and to the various railways for reduced fares.

On motion, Institute adjourned *sine die*.

W. H. Longley, *Secty.-Treasurer.*

Digby, May 26th, 1905.

(*d*).—Division No. 4 (Annapolis and Digby Counties.)

Held at Middleton, 25th to 27th May, 1904.

(Twenty-Fifth Session. Attendance, 175.)

[Accidentally omitted from Report of 1903-4].

The teachers of District No. 4, Annapolis and Digby, gathered in session at Middleton on May 25th. With them were many representatives from Lunenburg, Kings and Hants. In all, the enrollment included 175, a number surpassing all previous records.

On Wednesday evening, an entertainment, in which pupils of the Consolidated School took large part, was presented to the visitors. Addresses of welcome and replies were exchanged, and Prof. Robertson also briefly addressed the assembly.

Thursday Morning.

After watching the arrival of the children in the vans from the outlying sections, the teachers met with the pupils of the school in their Assembly Hall, where the opening exercises were conducted in accordance with their usual form. A special feature was the singing of the school song set to the strains of "Soldiers of the Queen." The full flood of music, as well as the words, carried a tribute of gratitude and appreciation of the munificence of Sir William MacDonald and their beloved Prof. Robertson. Next, in their own departments, lessons by the different teachers of the school were heard with interest by the visitors. An exhibition of Physical Culture Drill followed, after which, upon returning from the grounds without, the teachers were called to order in the Assembly Hall, President Morse occupying the chair. W. H. Longley was appointed Secretary-Treasurer. Minutes of last meeting read and approved. After giving opportunity for registration, meeting adjourned to meet at half-past one.

Thursday Afternoon.

At the opening of the afternoon session Miss Kinney, of the primary department of Bridgetown School, taught a lesson in reading to children of Grade I. This lesson was considered as a practical and instructive example to teachers of that grade, and was highly interesting to all. Discussion being postponed, Principal Smith proceeded to conduct a lesson in Literature. The development of the lesson noted that the heroine of "The Princess is not Ida, but the child, Aglaia, which proposition was supported by actual study of the child's relation to the plot as shown through the different references to it. The significance of the intercalar songs was noted, and here one was sung as a chorus, and two others as solos, by members of the class. In the discussion which followed, Principal Soloan considered the peculiar merit of the lesson to lie in the fact of its dealing with the "feeling" of the poem. Principal Shields joined with him in commending the musical rendering of the songs as having a vivifying effect upon the imaginations of the students of the poem.

A paper on school-room ethics was then read by Miss Primrose Elliott. Points sugested were: that desirable traits of character should be cultivated in the pupil and those that are undesirable uprooted under the supervision of the teacher; that no virtue not found in the teacher need be expected to thrive in the pupil; the pupil should be taught his usefulness and necessity in a great and beautiful universe; and finally teach duty, systematic exactitude and love of beauty, cultivating the pupil's whole nature to develop tendency to action approaching this result through notice of his peculiar aptitude. In the discussion following upon this paper, Dr. J. B. Hall and Mr. Outhit joined, the latter observing that in inculcating the love of truth the teacher should beware smothering the love of fiction; that, in short, there should be a distinction between the fictitious and the false.

After a lesson on "The Formation of Acids by Direct Union of Elements," by Principal Graham P. Morse of Mahone Bay, (a lesson, by the way, which showed an accurate knowledge on the part of the teacher of the fundamental facts of Chemistry) the meeting adjourned, by motion, to meet at 9 a. m. Friday.

Thursday Evening.

A large audience assembled in a public meeting and were addressed by the Superintendent of Education; Rev. J. J. Sullivan (Inspector of the French Schools of Clare and Argyle); Prof. Robertson, and others. Both Dr. MacKay and Prof. Robertson spoke particularly in reference to relation of Consolidation to Education, the former confining himself mainly to the purpose of the movement in making weak sections strong, and extending nature work, and also noting methods by which the expense of operation might be greatly lessened. The latter spoke more broadly upon the general principles which are included in education, viz,—intelligence, personal ability, and unselfishness or public spirit. He also spoke with reference to the essentials of a good school, and made announcements with respect to additions made to plans of operating the school.

Friday Morning.

After calling the meeting to order, the President called upon Miss Hunt of Digby Academy, to read a paper prepared by Principal Layton of that school. It dealt with "Method in the Teaching of Chemistry."

First.—The teaching of Chemistry should proceed along natural lines, not be a presentation of the fact and theory of the advanced student to beginners. Again, the facts should be presented to the student in the same light in which they came to the original investigators, not bound up in the antiquated system of classification. The first part of the course should consist of experiments leading the student to a recognition of chemical action. *Next*:—Heat, light acid and alkali, agents in chemical action, should receive attention. Quantitative work should be given, with stress laid on the bye-products of an experiment. Nothing but the most careful work should precede the discussion of the Atomic Theory and the statement of the law of multiple proportions. It is well to use, as far as possible compounds and re-agents with which the student is familiar, and which may be derived by him from common substances.

Prof. Brittain, late of the New Brunswick Normal School, now travelling instructor in the same Province, working in the interest of the MacDonald schools, taught a lesson on "Respiration in Plants and Animals." The ease with which the attention of the class was held, and the skill of natural ability, coupled with years of faithful practice in his chosen profession, resulted in a lesson which doubtless will heighten the ideal of many teachers who have never before had the privilege of observing such an object lesson, so instructive in method.

Principal Soloan made announcements with respect to the Summer Course in the School of Agriculture at Truro, followed by Prof. Robertson, who gave explanation with regard to advantages offered by the MacDonald Fund and the Provincial Government to teachers who should take three months' course of instruction in Nature Study at the MacDonald Institute in Guelph, Ont.

Miss Kirk followed with a Geography lesson to Grade VI: Subject—"Day and Night." The lesson proceeded on practical lines, illustrating causes by the use of diagrams and a small revolving globe.

Miss Laura Marchant, in a paper of considerable literary merit, outlined her own views and practice in Nature Study in the common schools.

The last lesson and paper provoked the first general discussion which had taken place in the Institute. The questions before the meeting were: First,—What is the best division to make in the school in the giving of nature lessons? And,—What is the best time for the class? That division was necessary in the miscellaneous schol was agreed, and while teachers were giving the lesson directly after the opening of the morning or afternoon session, or after recess, the common idea was, have the lesson just after the children have come in from outdoors, so that they may have their different specimens, and have them fresh at hand. Another question proposed by Inspector MacIntosh, which was answered by suggestive silence, was:—"How many teachers in a miscellaneous school can afford twenty minutes for a geography lesson?"

After thanking those who had consented to prepare lessons or papers for this meeting, Principal Ruggles moved that Principal G. B. McGill be Vice-President for the ensuing year, which motion was carried.

On motion of Principal Ruggles, the following were appointed as members of the Executive Committee:—Principals A. W. L. Smith and R. F. Morton, and Misses Mary FitzRandolph, Helen M. Kirk and Primrose Elliott.

On motion, meeting adjourned to meet at 1.30 p. m.

FRIDAY AFTERNOON.

Mr. A. DeW. Foster taught an admirable lesson to pupils of Grade VII, his subject being the "Fishing Industry of Nova Scotia."

After a general introduction to the industries of the Province, he developed the thought that Nova Scotian fish represent in value one-third of the total catch of the Dominion; showed the value of the capital invested in the industry, and the large percentage paid on the investment. An attractive and valuable feature of the lesson was the introduction of models of the lobster trap and other articles of the fisherman's equipment.

The lesson was commended by Inspector MacIntosh and others, as one calculated to be the basis of an understanding of patriotism. It was suggested by Principal Soloan that all the figures necessary for similar lessons on the other industries might be found in the statistical year book of Canada, furnished on application to the Librarian of the Bureau of Statistics, Ottawa.

On motion, the matter of appointment of delegates to Provincial Association was left in hands of the Inspector.

Principal Ruggles extended an invitation to the Institute to meet in next session at Bear River, which, on motion, was left, with the question of time, in the care of the Executive.

Moved and carried that bills presented be paid.

Moved and carried that the thanks of the Institute be tendered to all citizens of Middleton and teachers, and others, who, by their efforts, had contributed to the pleasure and profit of the session.

On motion, Institute adjourned *sine die*.

W. H. LONGLEY, *Secretary*.

(*f*).—ACADIAN INSTITUTE (DIGBY AND YARMOUTH).

Held at Yarmouth, 8th and 9th June, 1905.

(Attendance, 46).

L'INSTITUT ACADIEN (*Cinquième Réunion*).

La sixième réunion annuelle de l'Institut Acadien des districts de Clare et Argyle a eu lieu à Yarmouth, les 8 et 9 juin 1905, sous la présidence de M. l'Inspecteur, le Rév. J. J. Sullivan.

L' asistance fut fort grande, plus de 75 p. c. des membres étant présents. Parmi d'autres qui ont assisté aux séances sont le Rév. Père Hamilton, curé de Yarmouth, les MM. Kempton et Blackadar de l'Académie de Yarmouth et les élèves de cette même Académie qui étudient la langue française.

Jeudi matin à l'overture de la première séance, M. le Président fit un discours éloquent, et félicita les membres de l' Institut pour l'intérêt qu'ils portaient envers l'éducation en se rendant en aussi grand nombre à cette convention.

Ensuite le secrétaire lut le compte-rendu de la dernière réunion de l'Institut, qui fut approuvé à l'unanimité.

Le premier papier, par Mlle. Thérèse D'Eon, de Upper West Pubnico, sur "Le style de calligraphie en usage dans nos écoles" fut chaleureusement reçu, lui attira des éloges et engendra une vive discussion. Des discours sur l'importance et la nécessité de se former une *bonne main* furent prononcés par le Rév. A. F. Amirault, Principal de l'Académie de Clare, M. Geo. D. Blackadar, M. André G. Pothier, Principal de Meteghan River, et autres. Le Principal Kempton dit que personellment il n'aime pas l'écriture verticale; que beaucoup d'écriture est ainsi appelée, mais bien peu qui l'est, car presque invariablement elle incline en arrière. M. Blackadar, parmi d'autres remarques très appropriées, montra combien peu l'écriture verticale est en usage dans le monde. Le Rév. A. F. Amirault se laissa aller en éloges pour M. Blackadar sur la manière facile dont il manie la langue française et sur le vocabulaire qu'il tient à sa disposition. Le résultat de la discussion fut que les membres de l'Institut Acadien, réunis en Convention, recommandèrent d'adopter exclusivement dans nos écoles le système de calligraphie "Royal Crown," connu aussi sous le mon de "Civil Service."

Ici des copies nombreuses d'écriture et de dessin par les élèves des différentes sections furent exposées, examinées avec délice, et *per se* étaint des preuves incontestables du talent des enfants acadiens et de l'attention fidèle que portent à leur égard les instituteurs et les institutrices.

L'exposition des desins amena tout naturellement une discussion à se sujet, qui se conduisit avec beaucoup d'entrain jusqu'au midi et à laquelle prirent part: Rév. A. F. Amirault, Mme. Evangéline Boudreau, Mlle. Angèle Richard, Mlle. Emma L. McCarthy, Principal de Lower East Pubnico, Mlle Catherine Belliveau, Principal de Upper East Pubnico, M. André G. Pothier et M. Edouard M. Le Blanc, Principal de Upper Tusket Wedge.

Jendi après-midi on continua pendant un peu de temps la discussion sur le dessin. Après quoi, M. André G. Pothier fit lecture d'un traité sur la "Pédagogie." Ce traité était très intèressant, remple de philosophie et captiva l'attention entière de l'assemblé pour près de trois quarts d'heure. M. Pothier dit que malgré tout le badinage qu'on peut faire concernant les différentes méthods d'enseigner, il n'en existe réellement que deux: la méthode inductive et la méthode déductive. Il expose ensuite les principes de ces deux méthodes, leurs avantages et désavantages, et montre clairement que l'enseignement inductif est le plus conforme à la nature et qu'il développe mieux les facultés.

Ce traité fut discuté par le Rév. A. F. Amirault et M. Geo. D. Blackadar, qui tous deux advoquèrent fortement en faveur du système inductif d'enseignement. M. Blackadar ajouta qu'il est beaucoup à regretter que dans les classes académiques on est dans l'impossibilité de se servir uniquement de l'induction, vu que le travail prescrit pour ces classes par le Conceil d'Instruction Publique est si considérable, mais que, afin d'ariver à de bons rêsultats, on doit se servir, d'un mèlange des deux systèmes.

De courtes leçons, pour illustrer la manière de procéder dans l'enseignement inductif, furent donnés par le Rév. A. F. Amirault en grammaire et par M. André G. Pothier, en arithmétique.

M. Stilman D'Eon, Principal de Belliveaux Cove, ensuite fit lecture d'un excellent papier intitulé: "Le travail journalier de l'instituteur." L'un des devoirs les plus importants de l'instituteur, dit-il, est d'inculquer dans l'esprit de l'enfant des connaissances qui lui seront utiles dans sa carrière future. Il importe donc souverainement que d'abord il possède lui même la science nécessaire et qu'ensuite il sache en faire partage d'une manière permanente à celui qu'il est chargé d'instruire. Il lui faut donc étudier la psychologie de l'enfant, connaître la science de l'education et d'en mettre les principes à exécution. Si le sujet traité est au delà des forces intellectuelles et des connaissances déjà acquises de l'enfant, il n'y a pas d'instruction, il n'y a que perte de temps, d'énergie et d'argent, et un frein au désir de s'instruire de la part de l'enfant. M. D'Eon termina en parlant de l'importance de la culture de la mémoire assimilative, de laquelle on ne s'occupe peut-être pas suffisamment.

Ce travail fut discuté par Mlle. Rose Anne Thibodeau, Mlle. Emma McCarthy, M. Edouard M. Le Blanc, M. André G. Pothier, et autres.

M. Blackadar parla aux membres de l'Institut concernant la "Summer School of Science" pour être tenue à Yarmouth cet été et ensuite à 5h. 15m. M. le Président leva la séance.

Vendredi matin, le secrétaire lut une lettre du Principal Dr. Soloan, de l'Ecole Normale, reçue la veille et exprimant son inabilité de pouvoir assister à la convention. Mais le Professeur J. A. Benoit se trouvait présent pour le représenter. Après être présenté à l'Institut par M. le Président, M. Benoit se leva au milien d'applaudissement, exprima en quelques mots le plaisir qu'il éprouvait de se trouver au milieu des instituteurs français réunis en cette occasion, et parla du cours bilingue qu'il devait conduire dans leur intérêt, à l'Ecole Normale de Truro, pendant les vacances prochaines.

M. Emile Fontaine, de Montréal, natif de France et autrefois professeur de Français à l'Académie de Yarmouth, adressa alors la parole. Il annonça qu'il était l'un des premiers à introduire le

système Berlitz en Amérique; que ce système d'enseigner une langue étrangerè aux enfants est le meilleur qu'il connaisse; qu'il a été perfectionné considérablement pendant ces dernierès années, mais que même à présent on ne doit pas le considérer comme un système parfait, et que, puisque l'enseignement est une profession empirique, il y a lieu partout pour l'instituteur d'exercer son bon jugement.

Le premier papier lu à cette séance fut celui du Rév. A. F. Amirault sur " Le Français à l'école et à la maison." Excellent travail et bien pratique dans ses suggestions. Le Français, tel qu'il est parlé à la maison, en bien des cas est incorrect en prononciation et fait remarquer une intercalation fréquente de mots anglais. Le Père Amirault suggère la lecture attentive et sérieuse de la meilleure littérature française et l'usage constant, toujours et partout, du Française tel qu'on l'enseigne à l'école, comme moyen par lequel, après, quelques générations, le langage des Acadiens de cette province sera du Français vraiment pur et idiomatique.

La discussion fut faite par le Prof. Benoit, M. Stilman D'Eon et M. André G. Pothier. Celui-ci tint l'assemble en éclats de rire en parlant de la façon dont les mères parlent à leurs petits enfants et ensuite en passant en revue les différents prononciations de certains mots dans différents cantons.

Mlle. Marthe A. Pothier, Principal de Lower Tusket Wedge, fit lecture d'un papier sur " L'instituteur comme promoteur de la santé des enfants." Ce papier était bien digne de louanges. Mlle. Pothier parla hautement en faveur des exercices gymnastiques et respiratoires et aussi des ravages irrémédiables que peuvent causer à la santé la poussière et l'habitude vile d'expectorer sure les planchers.

Après la discussion qui s'ensuivit et à laquelle prirent part le Principal Kempton, le Rév. J. J. Sullivan, M. J. A. Benoit, et autres, on procéda à l'élection des officiers.

Furent élus:—

Président .... Rev. J. J. Sullivan, (*ex-officio*).
Vice-président ..... Rev. A. F. Amirault.
Secrétaire-trésorier ..M. André G. Pothier.
Comité ..... Mlle. Catherine Belliveau.
Mlle. Adeline C. Pothier.
Mlle. Alma Thibault.
M. Stillman D'Eon.

Le Rév. Père Hamilton et le Principal Kempton adressèrent la parole aux instituteurs, et après quelques remarques de félicitation par M. le Président, on chante le Chant National et l'assembleé fut ajournée pour se rencontrer l'année prochaine dans le comté de Digby, à Weymouth Bridge.

André G. Pothier.
Secrétaire de l'Institut Acadien.

III.—PROVINCIAL EDUCATIONAL ASSOCIATION.

Held at Truro, 22nd to 24th August, 1905.

(Sixteenth Convention).

OFFICERS FOR 1905.

President:

A. H. MACKAY, LL.D., F.R.S.C., *Superintendent of Education.*

Vice-President:

D. SOLOAN, B. A., *Principal,* Normal School, Truro.

Secretary-Treasurer:

A. MCKAY, *Supervisor,* Halifax Schools.

Executive Committee:

Ex-officio—THE PRESIDENT AND VICE-PRESIDENT.
W. T. KENNEDY, *Principal,* Halifax Academy.
B. MCKITTRICK, B. A., *Principal,* Lunenburg Academy.
W. F. KEMPTON, *Principal,* Yarmouth Academy.
R. F. MORTON, B. A., *Principal,* Digby Academy.
ERNEST ROBINSON, *Principal,* Kings Co. Academy.
A. G. MACDONALD, M. A., *Inspector of Schools,* Antigonish.
F. I. STEWART, B. A., *Vice-Principal,* Sydney Academy.
E. B. SMITH, M. A., *Principal,* Inverness Co Academy.
ROBT. MACLELLAN, *Principal,* Pictou Academy.
I. C. CRAIG, M. A., *Inspector of Schools,* Amherst.

FINANCIAL STATEMENT FOR 1905.

Receipts.

Balance on hand	$286 06	
Government grant	200 00	
Fees, membership	202 00	
Cuts	22 50	
Advertisements	143 00	
		$853 56

Expenditure.

G. U. Hay, printing	$ 1 50	
Educational Review—Adv.	16 25	
John Brittain—Travelling expenses	14 62	
J. H. Trefry, Assistant Secretary	10 00	
Ed. Cummings, Assistant Secretary	10 00	
Janitor	5 00	
McAlpine Pub. Co.—Report, 1904	160 00	
Presbyterian Witness—Adv.	2 80	
McAlpine Pub. Co.—Report, 1904	200 00	
Edw. A. Pace—Travelling expenses	10 00	
McAlpine Pub. Co.—Programmes	16 00	
F. J. Lindsay—Stenographer	50 00	
Messenger and Visitor—Adv.	1 00	
Blackadar Bros.—Adv.	6 00	
Chronicle Pub. Co.—Adv.	5 70	
Herald—Adv.	8 55	
Express and Postage, Reports, 1904	24 80	
T. C. Allen Co.—Sundries	5 35	
W. Macnab—Report, 1905	188 43	
W. Macnab—Sundries	4 00	
Postage on Circulars	11 38	
Express—Reports	2 00	
Freight—Reports	59	
Postage on Circulars	23 76	
Secretary	50 00	
		$827 83
Balance on hand		$25 73

Correct.

(Sgd.) D. A. Murray,
L. S. Morse.

ABSTRACT OF MINUTES OF THE 16TH CONVENTION.

Normal School, Truro, August, 22nd-24th, 1905.

First Session, Tuesday 22nd, 10 a. m.

The enrolment of members began at 9 a. m. At 10 a. m. the President called the meeting to order, and delivered an address on "The Course of Study—How it is to be Understood and Utilized."

Discussion on this paper was deferred for a full attendance of members.

On motion of Inspector Craig the appointment of a Committee on Resolutions was deferred until the afternoon session.

On motion of Inspector MacIntosh the report of the Committee on School Support was deferred to Wednesday. On motion of the Secretary it was decided that the report of the Committee on Pensions should be considered after the reading of Mr. Morton's paper on Teachers' Pensions.

Professor C. C. Jones, Ph.D., of Acadia College, read a paper on "The Teaching of Mathematics."

Principal E. B. Smith, B. A., of Port Hood, read a paper entitled, "High School Continuation."

Discussion:—Principal O'Hearn, Dr. Soloan, The President, Dr. D. A. Murray, Principal E. B. Smith, and Principal McKittrick.

Second Session, Tuesday 22nd, 2 p. m.

The President in the chair.

The Committee on Resolutions was appointed, consisting of the members of the Executive Committee and eleven members elected by the Association, viz.,—Inspector Morse, Prof. Jones, Prof. D. A. Murray, Principal Lay, J. B. Calkin, M. A., Chairman of the Truro School Board, Mr. Nelson, Chairman of the North Colchester School Board, Inspector MacIntosh, Miss N. A. Burgoyne, Miss M. L. Hockin, Miss I. M. Bowden, and Mr. F. G. Matthews.

Mrs. May B. Sexton, S. B., of Halifax, read a paper on "The Usefulness of Scientific Training."

Discussion:—Dr. Soloan, Miss Burgoyne, Prof. D. A. Murray, Commissioner Calkin, and the President.

Ira A. MacKay, Ph.D., LL.B., of Halifax, delivered an address on "Corporal Punishment, its Moral and Legal Aspects."

Discussion:—The Chairman and Principal Kennedy.

The meeting then adjourned to visit the Agricultural College, under the guidance of Prof. Cumming and his staff.

Third Session, Tuesday 22nd, 8 p. m.

Public meeting in the Assembly Hall of the Academy. The President in the chair. Addresses were delivered by Judge Chesley, Hon. Mr. Justice Russell, and Hon. Mr. Justice Longley.

Fourth Session, Wednesday 23rd, 9 a. m.

The President in the chair.

Rev. J. J. Sullivan, Special Visitor Acadian Schools, read a paper on "How to Teach Children to Think."

The Vice-President took the chair.

Miss M. Lavinia Hockin, B. A., of Amherst Academy, read a paper on "The Public School as an agency for the Development of Character."

Vice-Principal Morton, of Halifax Academy, read a paper on "Teachers' Pensions."

Principal Crombie of Bridgewater, read a paper on "Teachers' Salaries."

Discussion:—The Superintendent and Commissioner Calkin.

The Report of the Committee on Support was read by Inspector MacIntosh, as follows:—

The report of your Committee at the Provincial Educational Association last year, a summary of which appeared in the October *Journal of Education,* dealt exclusively with the cost of schools to the ratepayer and the salaries paid to teachers. The average cost to the ratepayer was found to be surprisingly small, and the average salaries, especially in the rural schools, extremely low.

Your Committee was asked to supplement that report at the present meeting of the Association by offering suggestions as to the best way of remedying this condition of affairs, and have endeavored to make their report very brief, in order that ample time may be had for its discussion.

We do not think any new legislation desirable, and believe that the present School Act provides all the machinery necessary—the late amendments and extensions of the Act providing for the consolidation and classification of sections assisting very materially in this respect. We are convinced that a well directed and determined educative campaign, having for its object the bringing before both ratepayer and teacher more clearly and forcibly their respective duties and obligations, will have a most beneficial effect.

It is scarcely necessary to here mention that ratepayers generally take too little interest in the *kind* of school they have, and hence are careless as to the *quality* of the teacher employed. We are of opinion

that this is largely due to not having the many advantages of good schools and the value of good teachers brought more clearly before them. Were the ratepayers convinced of these advantages and further shown that a moderate increase in their school rates would give them a *superior* instead of an inferior school, we believe that in the majority of cases they would gladly accept the better conditions. From the interest aroused by the publication of our report last year, we believe that an educative campaign, taken part in by the whole educational fabric, the Council of Public Instruction, Superintendent of Education, Normal School, inspectors and teachers would have a powerful effect in opening the eyes of the ratepayers to the fact that good schools and good teachers and fair salaries are easily within their reach and of necessity go together.

A word of warning to those who declaim against the low rate of salary may not be amiss. We have, in too many cases, poorly qualified teachers to offer the ratepayer, and a poor article of any sort never *should* command a good price. Last year (1904) 1,387 teachers, or nearly 60 per cent. of the teaching staff of the Province, had no training. Many of these are good teachers, but probably nearly one-half of this number was made up of what is commonly known as the School Girl Teacher, *i. e.*, the girl of 17 or 18 who goes keeping school without knowing anything about the science of teaching, or the duties of a teacher. We should not expect a liberal salary for such. We must remember that there are two sides to the salary question—many teachers deserve far more than they get, and not a few get more than they deserve. We believe the time has come to make Normal Training compulsory for a permanent license.

Your Committee wish to emphasize one most discouraging feature in connection with any and every attempt at improvement of salaries, and that is the difficulty of getting the teachers to assist, or rather, to prevent them from hindering the movement. Inspectors and others who have been using every effort to bring salaries up to the minimum of $100, $140, $180, as suggested some two years ago, are almost daily met with a determination on the part of some teachers to take less. Unless the teachers act together and positively refuse to accept any salary below the minimum for his or her class, any action taken on behalf of this Association will be seriously handicapped. Teachers must remember that they have, to a very great extent, the salary question in their own hands.

Your Committee would also most respectfully submit that in their opinion the revenue of the Province has now reached such a mark that in the interests of education, and in justice to the teachers, the old grants of $60, $90, $120 for D, C and B respectively, should be restored, and that there should be a difference in the amounts of grants paid to the normal trained and the untrained teacher for the first years at least.

We believe the time opportune for an honest effort to raise the salary of the deserving teacher. The comparative scarcity of teachers for the last two years has bettered salaries very perceptibly. This year, the supply in many parts of the Province is away below the demand, and the readiness with which trustees offer increased salaries for competent teachers, shows both the ability and willingness to pay more than they have been paying.

We therefore suggest—

I.—Educate the ratepayer to a higher appreciation of a good school and a willingness to pay a fair salary for a good teacher.

II.—Educate the teacher to the necessity of thoroughly qualifying for the teaching profession, and of thinking and acting together in the interests of the profession.

III.—Agitate, agitate, agitate.

Respectfully submitted,

H. H. MacIntosh.
A. G. Macdonald.
J. B. Calkin,
E. J. Lay.
D. A. Murray.

Discussion:—Rev. H. D. deBlois, Rev. J. J. Sullivan, Principal O'Hearn, Inspector MacIntosh, Inspector McKinnon, Principal Campbell, Dr. Soloan, Inspector Armstrong.

Fifth Session, Wednesday, 23rd, 2 p. m.

The President in the chair.

Miss Estelle A. Cook, B. A., Normal School, read a paper on "Music as a Part of School Life."

Rev. Father O'Sullivan, Halifax, read a paper on "Why and How Singing should be taught in the Schools." This paper was illustrated by the singing of musical exercises and selections from the Tonic Sol-Fa Notation by a choir of boys from St. Mary's Boys' School, Halifax.

Miss Annie B. Juniper, of Middleton Consolidated School, read a paper on "The Importance of Household Science as a School Subject."

Principal Soloan took the chair.

Revd. H. D. deBlois, M.A., of Annapolis Royal, read a paper on "Old and New Methods of Education."

The President took the chair.

Mr. Morton moved the following resolutions:—

Resolved (1)—That in the opinion of this Association provision should be made for the superannuation of teachers.

(2)—That a Committee of seven be appointed to formulate a satisfactory pension scheme.

(3)—That the present Convention pass judgment on the scheme thus presented.

(4)—That a Committee of seven be appointed to present the scheme approved by this Association to the next meeting of the Legislature.

After discussion by Principal O'Hearn, Commissioner Barnstead and the President, the resolutions were adopted, and a Committee was appointed as follows:—Judge Chesley, Commissioner Barnstead, Principal Lay, Principal Smith, Principal James McLeod, Principal Campbell, and Vice-Principal Morton.

On motion of Principal O'Hearn, the Committee was asked to report its scheme of pensions on Thursday afternoon.

Sixth Session, Wednesday 23rd, 8 p. m.

The Sixth Session was held in the Assembly Hall of the Academy, the President in the chair.

Judge Chesley of Lunenburg, read a paper on "Civics, and the Peace and Arbitration Movement."

Dr. Eliza Ritchie of Halifax, read a paper on "Art in the School Room." The paper was illustrated by a fine series of stereoptican views.

The President invited the members of the Association and a large number of leading citizens of Truro to spend the remainder of the evening at a Conversazione in the same hall.

Seventh Session, Thursday, 24th, 9 a. m.

The President in the chair.

Mr. Loran A. DeWolfe, B.Sc., of Truro Academy, read a paper on the "Advantages of Nature Study."

A paper on "School Gardens," by Miss Winifred Moses, was submitted and read by title.

Principal Cumming, of the Agricultural College, addressed the members of the Association on "Agriculture in the Schools as Related by Nature Study."

Major B. R. Ward, R. E., of Halifax, read a paper on "The Parents' National Educational Union,—Home and School Training Harmonized."

Discussion:—Principal Smith, Principal O'Hearn, the Hon. Mr. Justice Longley, Rev. Dr. Murray.

Principal Sawyer, of the Horton Collegiate Institute, read a paper on "The Relation of our High Schools to our Colleges."

Discussion:—The Superintendent of Education, Dr. D. A. Murray, Commissioner Calkin, Principal Smith, Principal Campbell, Principal O'Hearn, Principal Sawyer, Prof. Jones.

A paper by Miss O. A. Smith, of the Normal School, on "The Cultivation of the Sense of Beauty," was read by title.

Eighth Session, Thursday 24th, 2 p. m.

The President in the chair.

The report of the Committee on Pensions was presented by Commissioner Barnstead.

It was discussed clause by clause, and adopted as a whole.

On motion of Prof. D. A. Murray, it was—

Resolved, that a Committee of seven members be appointed to present the Pension Scheme, endorsed by the Association, to the Council of Public Instruction, with a view of legislation at the earliest possible date.

Further Resolved, that the President of the Association do nominate now a Committee of three to select that Committee and report to the Convention.

The President appointed Prof. D. A. Murray, A. McKay, and Inspector MacIntosh, a nominating committee.

This Committee nominated to the Pension Committee:—Vice-Principal Morton, Inspector Macdonald, Inspector MacIntosh, Commissioner Barnstead, Principal Soloan, Miss Burgoyne, and Principal Kempton, with power to add to their number. The recommendation was adopted.

Dr. DeWitt, of Wolfville, read a paper on "How Schools can be Utilized in promoting Public Health."

Mr. J. E. McVicar, of Amherst, read a paper entitled, "Thoughts on Modern Educational Conditions in Nova Scotia."

Prof. D. A. Murray presented the report of the Committee on Resolutions, as follows:—

1. *Resolved,* that we endorse the following resolutions adopted by the National Educational Association of the United States, at its meeting in July, 1905, modified to suit the conditions in Nova Scotia:

(*a*) The National Educational Association notes with approval that the qualifications demanded of teachers in the public schools, and especially in city public schools, are increasing annually, and particularly that in many localities special preparation is demanded of teachers. The idea that any one with a fair education can teach school is gradually giving away to the correct notion that teachers must make special preparation for the vocation of teaching. The higher standard demanded of teachers must lead logically to higher salaries for teachers, and constant efforts should be made by all persons interested in education to secure for teachers adequate compensation for their work.

(*b*) The establishment of consolidated or enlarged sections is one of the most gratifying evidences of the progress of education. We believe that this movement should be encouraged until the children of rural communities enjoy the benefits of public education to an extent approximating as nearly as practicable the education furnished in urban communities.

(*c*) It is the duty of the state to provide for the education of every child within its borders, and to see that all children obtain the rudiments of an education. The constitutional provision that all persons must contribute to the support of the public schools logically carries with it the implied provision that no persons should be permitted to defeat the purposes of the public school law by forcing their children at an early age to become bread-winners, or by refusing to make adequate provision for the maintenance of effective schools.

(*d*) The Association regrets the revival in some quarters of the idea that the common school is a place for teaching nothing but reading, spelling, writing and ciphering, and takes this occasion to declare that the ultimate object of popular education is to teach the children how to live righteously, healthily and happily, and to accomplish this object it is essential that every school should inculcate the love of truth, justice, purity, and beauty, through the study of biography, history, ethics, natural history, music, drawing, and manual arts.

(*e*) The National Educational Association wishes to record its approval of the increasing appreciation among educators of the fact

that the building of character is the real aim of the schools, and the ultimate reason for the expenditure of thousands for their maintenance. There is in the minds of the children and youth of to-day a tendency toward a disregard for constituted authority; a lack of respect for age and superior wisdom; a weak appreciation of the demands of duty; a disposition to follow pleasure and interest rather than obligation and order. This condition demands the earnest thought and action of our leaders of opinion, and places important obligations upon school authorities.

(*f*) We cannot too often repeat that close intelligent judicious supervision is necessary for all grades of schools.

2. *Resolved,* that this Association reaffirm the following resolution adopted by it at its 1903 meeting, viz.:—This Association greatly deplores the injury done to our schools by having teachers underbidding each other for positions, and by having trustees endeavoring to secure teachers at the lowest possible salaries. This Association believes that the salary offered should be a definite sum adequate for the proper support of a teacher in good working condition—a living wage, that will enable a prudent teacher to make some provision for the future, and that for this sum the trustees should endeavor to secure the best teacher possible. The Association would therefore recommend that in advertising for teachers, trustees should always state the qualifications required and the salary offered, so that teachers may not be placed in the undignified position of bidding against each other.

3. *Resolved,* that the foregoing resolutions be printed for distribution to boards of school trustees and to the press of the Province.

4. *Resolved,* that a Committee of at least seven members be appointed to present the pension scheme endorsed by the Association to the Council of Public Instruction, with a view to legislation at the earliest possible date.

And Further Resolved, that the President do nominate now a Committee of three to select the above Committee, and report to this Convention.

5. *Resolved,* that the matters dealt with in Principal Smith's paper on "High School Continuation," be referred to a Committee of high school principals, to report at the next meeting of the Association,—this Committee to be appointed by the Executive.

6. *Resolved,* that the matter of teacher's salaries, discussed in Principal Crombie's paper, be brought to the attention of local Teachers' Institutes, and also be referred to the Association Committee on

School Support, consisting of Inspector MacIntosh, Inspector MacDonald, Principal Lay, Commissioner Calkin and Prof. D. A. Murray.

7. *Resolved,* that the Committee on School Support be continued.

8. *Resolved,* that a Committee be appointed to take into consideration the relations between high schools and colleges of the Province, with a view to the better adjustment of these relations.

Further Resolved, that this Committee be composed of the Superintendent of Education and six teachers from the Academies or High Schools, to be appointed by this Association.

Further Resolved, that the Secretary of this Association be instructed forthwith to request the faculty of each degree-conferring college in this Province to appoint two representatives, each to confer with the Committee of this Association.

9. Recommended that the next meeting of this Association be held in Halifax, August, 1907.

10. Recommended that the District Institutes be held in all districts during the year in which the Provincial Association does not meet.

11. *Resolved,* that the thanks of the Association be extended to all railway and steamboat companies, to the press, to the town of Truro, and to all who have contributed papers, given addresses, or aided in the work of the Association.

The Report was adopted unanimously.

The Committee on High School and College Relations was appointed as follows:—

The Superintendent of Education; Principal Sawyer, of Horton Collegiate Academy; J. W. Logan, Halifax Academy; Principal Maclellan, Pictou Academy; Principal McKittrick, Lunenburg Academy; Principal Campbell, Truro Academy; Rev. Father Amirault, Church Point Academy.

It was agreed, on motion of Principal Campbell and Barnstead, that in view of the Pension Scheme being ready next year, it might be well for the Executive Committee to have a meeting of the Association in Halifax in 1906.

The Executive Committee was appointed as follows:—

1. Principal O'Hearn, Halifax.
2. Principal McKittrick, Lunenburg.
3. Principal Kempton, Yarmouth.
4. Principal Magee, Annapolis Royal.
5. Principal Sawyer, Horton Collegiate Academy.
6. Inspector MacDonald, Antigonish.
7. Principal Smith, Port Hood Academy.
8. Inspector McKinnon, Whycocomagh.
9. Principal Campbell, Truro Academy.
10. Principal Lay, Amherst Academy.
11. Inspector Phelan, North Sydney.

The meeting then adjourned *sine die*.

A. McKay, *Secretary*.

MEMBERSHIP OF THE PROVINCIAL EDUCATIONAL ASSOCIATION, 1905.

ORDINARY MEMBERS:—

Superintendent of Education—A. H. MacKay, LL.D.

Normal School—Dr. Soloan.

Inspectors—E. L. Armstrong, I. C. Craig, M. J. T. Macneil, John McKinnon, H. H. MacIntosh, A. G. MacDonald, L. S. Morse, T. M. Phelan, Rev. J. J. Sullivan.

School Boards—C. R. B. Bryan, Pictou; A. S. Barnstead, Halifax; J. B. Calkin, Truro; S. A. Chesley, Lunenburg.

Colleges—Dr. Jones, E. Kaulback, Dr. D. A. Murray, E. W. Sawyer.

Societies—Wm. McKerron, A. McKay.

(*Representatives from Teachers' Institutes.*)

Antigonish—Mary Gillis.

Cape Breton—J. A. Armstrong, H. W. Churchill, L. A. DeWolfe, H. E. England, Jeanette McLeod, Anna B. MacKintosh, Edith Patterson, F. Stewart.

Colchester—Janet Archibald, Clara E. Davidson, F. G. Matthews, Lenora McInnis, Walter Putnam, Loie Richardson, Chas. G. Titus, Ruth Peppard.

Cumberland—M. Lavinia Hockin, E. J. Lay, Frank I. Lent, J. E. McVicar.

Digby—Elsie Bent.

Guysboro—Nellie Chisholm, Eva Dillon.

Halifax—Helen W. Bell, I. M. Bowden, Edw. Cummings, Carrie Chambers, Ella Henry, W. T. Kennedy, S. A. Morton, Annie McNutt, Peter O'Hearn, J. H. Trefry.

Hants—Laura O'Brien.

Inverness—E. B. Smith.

Kings—W. A. Creelman, R. W. Ford.

Lunenburg—I. Crombie, W. H. Longley, B. McKittrick, Alice Veinotte, Emma Warner.

Pictou—Angus McLeod, Lucy A. Lowe.

ASSOCIATE MEMBERS:—

Annapolis—W. Gerard Cheese, Annie S. Gould, Annie B. Juniper, Winifred Moses, Charles Parker, Alice Spurr.

Antigonish—W. H. Powell.

Cape Breton—Harriet Bruce, N. L. Cooke, Annie E. Canavan, Cecilia J. M. Doyle, Lina Grant, Kate A. McKenzie, Robert H. McLeod, Tina McLean, Alice Phoran, Hattie L. Robinson, Anna Vogel.

Colchester—Olive L. Archibald, Jennie Benvie, Evelyn Bool, Louise Beck, Geo. W. Beck, Mary J. Bell, Annie L. Chisholm, Lena Corbett, Harriet Carter, Cynthia Chisholm, Alice Creighton, Nellie Cox, Laura Creelman, May Chisholm, Susan Coulter, Nellie Cox, Ethel Dickson, Edith Dechman, Elsie Dechman, Martha Dewis, L. F. Davidson, Hattie Dickson, Elizabeth Edwards, Annie M. Fulton, Edna M. Fulton, Minnie E. Fulton, Lulu Fraser, Effie Fleming, Marion Fulton, Alice Gladwin, Grace Hutcheson, A. E. Hamilton, K. A. Hamilton, Emma Henderson, Lena Johnson, Lennie Lynes, Lillian Lockhart, Albert Langille, Adelaide Lynds, Sadie Logan, Mary Loughead, Bessie J. Lynds, Minnie McKenzie, Bella Moreash, Jean McLeod, Ruth McCurdy, Margaret McPherson, Tina McKim, Agnes McKim, Martha Murray, Florence McLellan, Jessie McKay, Edith Morgan, Greta F. O'Brien, Millege Oulton, Bertha G. Oxner, S. B. Patterson, Lena Pratt, Julia Purdy, Marion Spencer, Mary Spencer, Mary Sutherland, Mary E. Sibley, Eva Soley, Agnes Spencer, Emma F. Smith, Christine Turner, Mabel Thompson, Lena Vance, S. C. Vance, Jennie Urquhart.

Cumberland—Daniel S. Brennan, Annie L. Bigney, Ethel Chisholm, J. Crowe, Christina Coulter, Jean Creelman, R. W. Elliott, Jas. H. Elliot, Margaret Fowler, Sadie Gordon, Lillian Gammell, Ruth Grereice, Winifred Jenks, Fannie Kent, Jean Lay, Agnes McCart, Mary McCully, Viola McLean, Jennie McLennan, Jennie McAleese, Lucy McLellan, Lillian McCulloch, Margaret O'Brien, Irene Roode, Antoinette Reed, Jean Russell, Alice Smith, Mamie McK. Smith, Alice Thompson, Wedderburne Watt.

Guysboro—Alex. R. McBain, Emily Fultz, Ida Graham, Norman Robson, Gertrude Tobin.

Halifax—Jean Archibald, Emma M. Brown, H. H. Blois, E. H. Blois, Edith R. Brown, H. D. Brunt, Elizabeth Cameron, Georgie Cook, Eva F. Crockett, Jessie Chisholm, Margaret DeWolfe, Mabel Grant, Nelson H. Gardner, H. W. Hewitt, Harriet Hamilton, Daisy Hartling, Harriet Johnson, Florence Keirstead, Mrs. Kaulbach, J. W. Logan, G. R. Marshall, Dr. Ira A. Mackay, Marion Outhit, Dr. Eliza Ritchie, Ellen D. Ross, Hattie M. Sibley, Gertrude Smith, Mary Goy, Robert Schurman, Dwight S. Wickwire.

Hants—John Ashbury, Minnie Bowlby, Alice Bligh, Maud Brennan, M. L. Cook, Jane R. Cox, D. Dill, Mona Demmons, Jamesiva Etter, Annie Fellows, Julia Graham, Verna Gow, Jennie A. Hunter, Mabel Holesworth, Alice Lawrence, Emma L. Lynch, Jessie McWilliam, Blanche Miller, Eda Nelson, Ethel Parker, Helen G. Parker, Clara Putnam, Willa Rutherford, G. A. Shepherdson, D. L. Shortliffe, Grace Sutherland.

Inverness—Susie Fraser, Mary Farrell, Annie McKinnon, Mrs. McKinnon, Donald J. Matheson, M. W. McKay.

Kings—Josephine Burbidge, Ella Best, Annie Borden, Nella Crowe, Cassie Hird, Estella Loomer, Elizabeth Moore, Eva McCully, Gertrude Mackintosh, Abbie J. Marchant, Jean O'Brien, Lizzie Titus, Charlotte Walker.

Lunenburg—Florence Crawford, Blanch Countway, Ella Hirtle, Mabel Hennigar, Florence Kinley, Margaret McMillan, Lily Parker, H. L. Wentzell, Ida H. Wentzell.

Pictou—Gertrude Brunt, Mabel Fraser, Louise Fraser, Winifred Fraser, Ella Grant, Blanche Hicks, Elizabeth Laurie, Helena McTavish, Ella McTavish, J. T. McLeod, J. D. McLeod, Jennie McBean, Lola Miller, Mrs. J. T. McLeod, Ella McBean, Lily Munro, Cassie E. McLean, Bertha Putnam, F. B. Roy, Annie Reeves, W. C. Stapleton, Isabel D. Weir, Mildred Williams.

Yarmouth—Susie Archibald.

APPENDIX F.

SCHOOL GARDEN AND OTHER DEMONSTRATIONS OF THE SIR WILLIAM MACDONALD FUND IN NOVA SCOTIA.

I.

REPORT ON SCHOOL GARDENS FOR 1904-5, BY PERCY J. SHAW, B.A.,

Director of the Macdonald Nature Study Department in the five following schools in the neighborhood of the Provincial Normal School at Truro:—Bible Hill, Brookfield, Old Barns, Belmont, and Great Village.

A more favorable season and soil in better tilth gave somewhat better outward results with the gardens this year than last. The very dry summer and autumn, however, and frost at some places in August, prevented the maturing of some crops. Cut worms at one garden destroyed the vegetation to such an extent that it never fully recovered, but they were turned to educational use in the study of the life history of a common injurious insect.

The gardens varied in size from one-half an acre at the largest school to a quarter of an acre at the smallest: the children's plots being 5 feet by 16½ feet for vegetables, and 5 feet by 6 feet for flowers. The land was prepared in the fall by plowing, manuring, and grading up into plots, with a plow, the object of the latter being to make it possible to apply the manure to the plots without wasting it on the walks.

In market gardening, the selection of a proper quality of soil is considered absolutely essential to success. Peter Henderson, in his "Gardening for Profit," says:—"Thousands are every year ruined by a bad selection of soil." But in school gardening there is rarely a chance for a choice of soil, as the garden must be placed as near to the school as possible. The first thing, then, is to prepare the soil as thoroughly as possible, and this usually takes time. If the land is in sod, the practice among market gardeners is to plow in the fall, manure heavily, and plant the following year with a preparatory crop,

such as potatoes, corn, or late cabbage. By the second year it is ready for ordinary garden crops. Henderson says, "It rarely happens that any amount of labor or manuring can so prepare the ground the first season as to bring it to that high degree of tilth necessary for growing garden vegetables as they should be grown, and any attempt to do so will result in a meagre crop which will not pay." This is mentioned merely to show that in school gardening we must not expect our best crops the first year, but the garden may be quite as useful from an educational point of view in growing the preparatory crop.

For the improvement of most soils, stable manure is the best material to apply, as it not only adds plant food to the soil, but humus which improves the texture, and makes the soil more retentive of moisture. But in most rural communities stable manure is scarcely a purchasable article. Those who have it would usually prefer to buy more rather than sell any of what they have. Sometimes, however, a public-spirited man will part with a load or two either as a donation, or for a consideration. But generally, a supply of stable manure is not available, and recourse has to be made to commercial fertilizers, green manures, wood ashes, bone meal, and composts of various substances.

A convenient method of maintaining the fertility of the soil is by means of commercial fertilizer and green manures. In this system the garden might be divided into three parts, and a three years' rotation carried out, in which garden crops occupy two parts each year and clover one part. The whole garden would receive an application of fertilizer each year to supply plant food, and a crop of clover would be turned under on each part every third year for humus.

It is a good plan to reserve one corner of the garden for a compost where may be thrown weeds, roots, leaves, sods, and other refuse raked from the beds and walks. Mixed with soil, and if possible a small quantity of manure, these soon decay and form excellent material to apply to the garden.

The leaves of deciduous trees are often plentiful around schools in the autumn. Raked up and composted with soil, they illustrate the formation of vegetable mould of the forest, and furnish good material for the soil. They require nearly three years for decomposition, however.

Gardeners prepare a soil for pots and boxes by composting sods and manure in alternate layers. the sods being placed grass side down. After decomposition, it is mixed with a small quantity of sand, and is then ready for use. The edgings of lawns mixed with manure soon decay and form good soil for boxes and seed beds.

While it is well to have in some part of the garden as large a variety of plants as possible, it is not wise to attempt to grow every kind in the individual plots. Some plants are better suited for children's plots in a school garden than others. Prof. L. C. Corbett, of the Bureau of Plant Industry, Washington, says, "The limited area usually available for school garden work makes it imperative that for individual gardens, at least, plants with a compact bush form or habit of growth are to be preferred. Tall growing, broad leaved, as well as climbing plants, must be excluded, except in community gardens, or in general decorative plantings."

The most satisfactory vegetables with us this year were beets, parsnips, lettuce, cabbage, and tomatoes. Raddish, though liable to be eaten when half-grown, is a good crop to grow because it can be planted early, grows quickly, and may be replaced by plants from the hot-bed or window-box in June. Carrots, peas, and onions, are apt to be destroyed by thoughtless pupils and visitors, and are not recommended for individual plots. Still, it is well to have each of these represented somewhere in the garden if possible.

The following is a plan for the planting of a vegetable plot 4 ft. by 10 ft. Half the plot, or 4 rows 14 inches apart, of beets or parsnips; two rows 10 inches apart, lettuce; four rows 10 inches apart, radish, the lettuce and radish to be replaced in the latter part of June by either cabbage or tomatoes. If they are not mature at that time, the cabbage and tomato plants may be set between the rows and occupy all the space later.

The flowers which gave the best results were dwarf nasturtium, shirley poppy, pansy, phlox drummondi, stocks, candytuft, sweet alyssum and aster. Several of these, as well as cabbage and tomatoes, should be started in a hotbed, or in boxes in the house. If there is no hotbed at school, it is a good plan to give a package of seed to each of a few careful pupils to start in boxes at home on shares. When the plants are ready to set out, half of them may be brought to the garden. For general display and certainty of result, dwarf nasturtium and shirley poppy are recommended.

A border of hardy perennials, such as phlox, golden glow, iris and hollyhock, makes a fine addition to the garden. Prof. Bailey says, "A border or free mass of perennial herbs is one of the charms of any place. It is informal, easy of care, and self-sustaining. The large part of the mass should be composed of common and hardy things—wild or from gardens—and incidental features may be made of the choicer and rarer exotics. In most cases, plants look better when judiciously mixed than when planted one kind in a bed."

Every country school should have a garden with flowers, and trees and shrubs as a setting for the school. The conscious effort of teacher and children for the improvement of the grounds in this way will result, in time, in two things,—a more beautiful, more inviting school, and an awakened sense of the beautiful in the minds of the children. The beautifying of the grounds of a school with trees, shrubs and flowers, takes time, and it is well that it does, for it allows more pupils to take part in the work and to have presented, and held before them, the ideal grounds which they are striving to secure. The A B C of landscape gardening might be taught in this connection: A.—Keep open centres. B.—Plant in masses. C.—Avoid straight lines.

To be of value, nature study must be a study of things, not of books or notes. The school garden brings to the school an abundance of material for study. It enlists in the pupil the interest of a gardener in the things he has planted and cares for. The child co-operates with nature for a given result. He has a feeling of power, the garden is partly what he makes it. His natural desire for physical activity, for doing, is gratified. His feeling of ownership in part of the garden, and the fact that the product has a value in his eyes, add to the interest.

An educator says:—"A system of observation to bear the best fruit must go hand in hand with doing—that doing that has for its purpose the conquering of local environment to human well-being. For instance, the observation of insect life is all the better if it have in view the extermination of injurious insects. The observation of plant life is much more effective if it be associated wth the cultivation of plants. The boy who studies carefully the insects injurious to chickens, and solves the problem of exterminating them at his home, has received a valuable training. The study and observation of mosquitoes is a much more valuable lesson if it go hand in hand with the extermination of mosquitoes. In fact, doing and observing are so intimately associated as to be practically one. The one is reading the great book of nature, which is always open before us, and the other is conquering our physical and social environment to our well-being. It goes without saying that observation should not be confined to the sense of sight or to the utilitarian." [L. E. Wolfe in *Educational Foundations.*]

An encouraging result of the school garden work is the increased interest which the children show in their gardens at home. A large majority of the children plant home gardens. Ninety-five per cent. of the pupils of one school were going to plant gardens at home. Through the influence of the school garden the children have become acquainted with flowers and vegetables unknown to them before, and one little boy has opened a correspondence with Dr. Fletcher, of Ottawa, the Dominion Entomologist, on insects.

By bringing a phase of farm life to the school, the garden forms a connecting link between school and home. The many operations of the garden performed by the child, the things which he sees and takes an interest in, his discoveries in the garden, all tend to stimulate thought, and thus furnish valuable material for much of the expression work of the school. Lessons in language, arithmetic and drawing, are more effectively taught where the subject matter is of intrinsic interest and clearly comprehended by the child. Work of this kind has been tried with good success in the schools of this group.

"Up to the present time, the chief aim in the rural schools has been to acquire knowledge from books, and to secure mental training through the acquisition of that knowledge. The doing demanded of the child has been almost entirely in the field of mental acquisition resulting chiefly from a study of what others have said and done, the use of the pencil and pen furnishing about the only illustrations of doing requiring the use of the hand. It will be seen that industrial education involves a line of training in *doing* which shall employ the hand much more fully than it is now employed by the demands of the public school; the acquisition of a body of knowledge relating to the things about the pupil not heretofore required; and a mental training, if not different, at least an enlargement of that now demanded, because it requires the mind to deal with things and physical processes as well as with words; and further, because of its dealing with things and processes characteristic of the environment of the individual, it will result in the development of interests not awakened through the work of the public school as at present administered. These interests will be of value to the individual because of their vital connection with the things which are likely to actively concern him when the work of the school room is finished." [Report of Committee on Industrial Education in Rural Communities. N. E. A.]

No general rule can be laid down for the management of a school garden. Whether a school will have one or not will depend largely on the teacher. If the teacher is interested and earnest, he, or she, can usually find a way for starting at least, some kind of a garden. A small garden where the work has been done wholly by the teacher and pupils may be of more value to the school than a large one, the gift of an individual. It will mean extra work and thought for the teacher, but the greater interest of the children for school, the better understanding which will arise between pupils and teacher, and the pleasure from this diversion from the routine work of school will many times repay the cost.

In order that teachers may be able to make the best use of the garden and the surroundings of the child for its education, they should

be given more training than many now have. This training should include some practice in horticultural operations, a study of the science of common things, and some instruction in how to make use of these things in the work of the school.

That the province might learn what is the most desirable and effective form of school gardens, would it not be well to provide for the carrying on of some garden through a number of years with a definite plan in view, to demonstrate such points as rotation of crops in a school garden; maintenance of fertility by use of clover and fertilizers; relative merits of annuals, biennials and perennials in a garden; advisability of starting nurseries of native trees from seed; value of composts from leaves and other available material; and other questions of this kind which take time to answer by experiment?

Unless provision is made for some such garden, our school gardens throughout the province are likely to be, even when planted year after year, gardens of annuals with no definite plan followed out year after year. I would suggest the Bible Hill garden for such a purpose, on account of its position with reference to the educational institutions here, and its central position with reference to the province. I have already had the pleasure of taking a number of farmers attending the 'short course" through the school building, and they take a great interest in what is being done. The school has the good wishes of Principal Cumming and his staff, members of which have promised to give aid when called upon to do so. The trustees favor such co-operation, and, I think, would be glad to allow the use of their garden as a model to students here.

From a reply to a communication asking Mr. Shaw for his views on the character and cost of tool-sheds and tools for school gardens of the different grades suggested, the following paragraphs are quoted:

We have at three of the schools here, a building 10x15 ft. with 7 ft. posts, shingled roof, walls without boards but clapboarded on the studding, two windows, two doors, one leading into adjoining plant-house, and board floor. Cost, about $60. With each of these we have a small plant-house as a "lean to," 5 ft. wide, and the length of the building, 15 ft. Cost of plant-house, $14.

At a fourth school, *Old Barns,* our building is a combined plant and tool-house, 10x15 ft., 5½ ft. posts in rear, 3 ft. or 3½ ft. posts in front, rafters about 8 ft. on south side, about 3½ ft. on north side, south side of roof glass, north side shingled, walls boarded and battened, one window, one door, no floor. Cost, $45.

At the fifth school, *Bible Hill,* we have a glass house 10x18 feet, as a "lean to" to the school-house. It also serves as a tool-house. Cost, with water brought in, $93.37.

If a shed is wanted for tools merely, I would say one 10x15 feet, 7 ft. posts, shingled roof, board and battened walls, (not clapboarded as ours are), one window, one door, floor of boards would be ample for any country school. For a smaller school, a "lean to" might be placed against the school house, or a portion of the wood-shed might be partitioned off, or some other arrangement made according to the conditions of the place.

If a tool shed is wanted, which will serve as a plant-house as well, then the one at Old Barns would be the best of those we have tried. In the case of the first type mentioned above, the plants are subject to too great extremes to thrive well. At any rate, they have not done as well as at Old Barns; and we attribute it to the fact that there is a smaller body of air heated by the sun's rays, and consequently a quicker cooling off of the house at night. If plant work at schools is to be made as full as possible, and if the garden is to be supplied with certain kinds, at least, there must be some way of starting the plants before it is time to plant in the garden in May, whether it be in a glass-house hot-bed, or window-box at home. One thing is certain, the conditions of the school-room are not favorable for the growth of many of our most important plants. There are a few recommended in school garden bulletins—mostly ornamental—which are better able to grow in a school-room than others; but dust, drought, extremes of heat and cold, seem to be the obstacles to growing many of those wanted for the garden. Whether or not plant-houses and hot-beds would be a success at the ordinary school I am unable to say at present. We have been carrying on ours as an experiment up to the present, and while one has done well, has added to the value of the garden, perhaps 50 per cent., some of the others have not done as well, chiefly through lack of care, want of water at the right time, etc. A hot-bed or glass-house needs pretty close attention through April and May, and this they are not always likely to get at the ordinary school.

Tool Shed for Medium or Large School Section.

10x15 ft. 7 ft. posts.
Shingled roof.
Board and battened walls.
One door, one or two windows.
Floor of boards.
Two coats of paint.

MACDONALD SCHOOL GARDEN, MIDDLETON, ANNAPOLIS COUNTY, N. S., 1905

COMBINED TOOL AND PLANT-HOUSE. (OLD BARNS TYPE.)

10x15 ft., 5½ ft. posts in rear.
3½ ft. posts in front.
Rafters on south side (about) 8 ft.; north side (about) 3½ ft.
Glass roof on south side.
Shingled roof on north side.
Board and battened walls.
One window, one door.
No floor; one green-house bench; hot-bed on ground in plant-house. Planted April 5th, 1906. Good results.

P. S.—Two coats paint. Should be a scroll or some projection to relieve monotony.

LIST OF GARDEN TOOLS.

1 spade.	12 rakes.
1 shovel.	2 garden lines.
1 fork.	1 transplanting trowel.
12 hoes.	1 wheelbarrow.

1 hatchet.

II.

EXAMPLES OF PUPILS' EXERCISES

IN THE MACDONALD CONSOLIDATED SCHOOL AT MIDDLETON, ANNAPOLIS CO., N. S.

THE STAFF.

The teaching staff in the Macdonald Consolidated School at present is as follows:—

Principal	MR. G. B. MCGILL.
Vice-Principal	MR. F. E. WHEELOCK, B. A.
Grade IX	MR. B. S. BANKS.
Mechanic Science	MR. R. W. BENT.
Domestic Science	MISS ANNIE B. JUNIPER.
Grade VIII	MISS ETTA M. ELLIOTT.
Grades VI and VII	MISS JOSEPHINE H. STEVENS.
Grades IV and V	MISS EVA M. GRAVES.
Grades III and IV	MISS CARRIE M. HALL.
Grade II	MISS ELLA M. CHIPMAN.
Grade I	MISS WINIFRED MOSES.

SCHOOL GARDEN EXERCISES.

Our School Gardens.—Our school garden has been worked by the pupils of the school for two years. In this I intend to tell simply what has been done this year, the way it has been worked with a few of the results.

In the early spring, the acre of land of which our garden consists, was ploughed and made ready for the pupils to work. The pupils were required to stake off, make paths between the plots, and also level and smooth them.

These plots, which are twelve feet by four feet, are in five rows, and twenty-two in each row. Between each row is a path, four feet broad; and crosswise to these are paths two feet wide, between each individual plot.

In these small gardens, we were permitted to plant anything we chose. Some sowed beet seeds, some cucumbers, radishes, carrots, turnips, sage, summer savory, etc. Others planted cabbages, potatoes, tomatoes, etc.

This acre of garden, which belongs to the school, is enclosed by a fence. On the inner side of the fence, nearest the school-house, there is a border of flowers two feet wide. This was planted by some of the teachers and children of the lower grades. Pansies, nasturtiums, holly-hock, sweet peas, balsams, canary-bird flowers, morning glories, candy-tufts, etc., were grown. Besides adding greatly to the beauty of the garden, these flowers were very useful for lessons in botany.

Aside from these small farms which the pupils had, there are eight experimental plots, each ten feet and five inches wide by twenty feet and ten inches long, and which thus contain one two-hundredth of an acre.

Two of these experimental plots were sowed with Mammoth Red Clover seed. It grew very rank, blossomed, and even ripened the seed.

Potatoes were planted in two others, of which one was sprayed with Bordeaux mixture and Paris green. The other was sprayed with Paris green only, and in every other way they were treated precisely alike, but the difference in the crop was very remarkable. That produced from the plot which was sprayed with both Bordeaux mixture and Paris green was very much greater. Both yields were carefully weighed, and the one which had been sprayed with Bordeaux mixture gave eighty-two pounds. The crop from the other weighed fifty-four pounds. Thus spraying with Bordeaux mixture in connection with Paris green, increased the yield at the rate of ninety-three bushels per acre. It is worthy of note that the plants in the plot sprayed with both Bordeaux mixture and Paris green remained green longer than the other. Evidently, Bordeaux mixture is a preventative against fungus growths which injure the foliage of vegetables and fruit trees.

Our wheat experiments were not so sucessful, owing to the English sparrows, which stole most of the seed before it grew. But the plot sown with good seed, produced a purer and better quality of grain, which also ripened earlier and more evenly than the one sown with the unselected seed.

We also experimented with seed corn. The varieties planted were White Cap, Yellow and Compton's Early, of which the latter proved to be decidedly superior, especially in its early maturing. We think that in a favorable season it would ripen well in this valley.

Next year these experimental plots will be planted in a different order from what they were the year previous, and so the rotation of crops will be brought into the experiments.

Along with our gardens each pupil was supposed to have a garden book, in which he kept an account of all he did in his garden, together with the revenue.

Our principal, Mr. McGill, who did his best to encourage this garden work, offered several prizes for the best kept garden, the best kept book, and the best written essay on garden work. These prizes will be awarded at the entertainment given by the school at the close of our work previous to the Christmas holiday season.

School garden work, in addition to the giving of valuable instruction relating to general agriculture, and thus training girls and boys to better appreciate country life, is also correlated with drawing, arithmetic, composition, botany, and other general school work. Thus it is made one of the most valuable accompaniments to our general school work.

ETHEL A. BOGGS.

Grade IX.

THE flower garden, eighteen rods long and two feet wide, is on the north side of the school garden, one-fifth of it being ours. Early in the spring we prepared the ground and each pupil planted some seeds. We had tulips, candy-tuft, balsams, canary-bird flowers, sweet peas, morning glories, nasturtiums, and many other flowers growing. The nasturtiums and morning glories covering the fence made a pretty background for the other flowers. The flowers were very pretty till Jack Frost came and killed them, but next spring we shall plant some more seeds and hope they will do better than this year.

MALCOLM F. ELLIOTT.

Grade IV.

We want to tell you about our school garden. Our plot was twelve feet long and four feet wide, with a walk two feet wide all around.

In the early spring, when the earth was warm and moist, we planted the little seeds. They all had little coats of either white, brown, yellow or green, to keep them warm. We had cucumber, radish, parsnips, corn, beet and carrot seeds.

Mother Nature sent the warm rain and sun to burst the jackets and make the little plants to grow. We watched them as they pushed their leaves above the ground, and saw they were different. The roots were not the same, some large, and others like threads.

In the autumn we gathered and took them home.

Grade II.

My Garden Book.

On May 5th, 1905, Grade VIII went out to the school garden to do some work. We were taken by Principal McGill to a part of the garden, where he thought it best to have the individual plots. About half of the plots in the first row were marked off the day before by Grade IV.

First we levelled off the walks between each row of beds; then we levelled off the small walks between each plot. After that, we levelled off plots with a rake.

The rows were lined off twelve feet wide, with a walk four feet wide between each row of plots. This was done by a strong cord. The plots were lined off, twelve feet long by four feet wide, with a walk between each plot two feet wide.

The length of a plot=12 ft.
The width of a plot=4 ft.
The area of a plot=12×4=48 sq. ft.
or 48÷9=5⅓ sq. yards.

$$4840 \text{ sq. yards} = 1 \text{ acre}$$

$$1 \text{ sq. yard} = \frac{1}{4840} \text{ acre}$$

$$5\tfrac{1}{3} \text{ sq. yds.} = \frac{1 \times 5\frac{1}{3}}{44840} = \frac{2}{1815} \text{ acre.}$$

On May 8th we were taken by our Mechanic Science teacher, Mr. Bent, to finish another row under the same directions as May 5th.

On May 15th, Mr. McGill took us out to sow seeds. Each one had the choice of the kind of seeds he wished to sow. I sowed beets, as I liked them best. I was told to make four rows the same distance apart; then I sowed the seeds about one-half inch apart; then I covered them over with the blade of the hoe, and left them to grow.

On June 1st I went out to the school garden to take an observation of the seeds germinating in my plot. I found that the seed of the beet had grown about one inch, with two seed leaves, one opposite the other.

Then I was careful to take all the weeds out of my plot and throw them upon the walk.

On the night of June 5th we had a very heavy frost. It did not hurt beets, carrots, turnips or radish, but it hurt corn, tomatoes and beans; so I learned that beets are not much affected by frosts.

On June 13th, I went out to look at my garden. I found that my beets had grown about one inch more, with three leaves of vegetation. I also found that a kind of worm had been eating my beets up.

On the 19th of June I went out to my garden and I found that I would have to sow my seeds over again, on account of the cut worms getting at the roots and eating them. I sowed one and one-half rows in carrots, and two and one-half rows in beets, the same as before.

July 5th.—This is the first day of summer school for me. The first thing I was instructed to do was to get two boys and mow the lawn. Then I went to my plot. I weeded and thinned the carrots. After that I weeded the beets. When I had finished, Mr. McGill wanted me to weed two more gardens for him. After I had taken dinner, myself and another boy borrowed a cultivator; then I went with another boy and clipped the edges of the flower garden.

On November 1st I went out to gather my crop. I pulled, and took the leaves off the beets and carrots, and took the roots home. I measured them when I got them home, and I found I had three pecks altogether. Half of them were beets and half were carrots.

The beets and carrots together made an average of about 680 bushels, 2 pecks, 4 quarts, to an acre.

$5\frac{1}{3}$ sq. yds. yield $\frac{3}{4}$ of a bushel

1 sq. yd. yield $\frac{\frac{3}{4}}{5\frac{1}{3}}$ of a bushel

4840 sq. yds. yield $\frac{\frac{3}{4}\times 4840}{5\frac{1}{3}} = \frac{3\times 3\times 4840}{4\times 16}$

=680 bushels, 2 pecks ,4 quarts

I wish to add here a description of the experimental plots:—

Plots 1 and 2 were sown to Mammoth Red Clover on May 18th. Early in September we find a good stand of clover in stage of maturity for good hay.

Plots 3 and 4 were planted with potatoes of the rose variety. There were seventy hills planted each alike, but they were not sprayed alike. No. 3 was sprayed with Bordeaux mixture and Paris green: No. 4 was sprayed with Paris green and plaster, to kill the larvae of the potato beetle. On No. 3 the foliage leaves kept green the longer, and on digging a much larger crop was found. The extra yield over No. 4 was at the rate of ninety-three bushels per acre.

REAGH PHINNEY.

An Experimental Plot.—On a plot of land 360 square feet, we planted potatoes. The land, being a very heavy clay soil, was not suitable for growing potatoes, since potatoes require a light sandy soil to grow well. We spread manure on the plot and spaded it over. The seed potatoes were planted on May 31st, and the plants were about two weeks in coming up.

The vines were sprayed three times with Bordeaux mixture. This mixture is the best fungicide known. It is made of lime and sulphate of copper. This not only destroys the fungi, but adheres long to the plant. The lime prevents the sulphate of copper from burning the leaves. Paris green is added, when needed, to kill the larvae of the potato beetle.

To make forty gallons of this mixture, take four pounds of copper sulphate (blue vitrol), put it in a bag, suspend the bag in a bucket of water, and leave to dissolve. Slake four pounds of lime. Put the solution of copper sulphate in the spray pump and add water until you get a weak solution. Then add the lime, (and if necessary) four ounces Paris green. Then add enough water to make 40 gallons.

The potatoes were hoed three times during the summer. Our yield was 184 lbs. of saleable potatoes, which is at the rate of 371 bushels to the acre.

We owe this good crop partly to the spraying with Bordeaux mixture, since in two experimental plots, proper, one was sprayed with Paris green and the other with Paris green and Bordeaux mixture. The one sprayed with Bordeaux mixture yielded at the rate of 93 bushels per acre more. The tops of those sprayed with the Bordeaux mixture also remained green longer, thus giving the potatoes a longer season to grow.

Below is the financial account of the plot:—

1905.			
May 31.	To Fertilizer	$0.60	
	Seed Potatoes	0.08	
	8 hours work	0.40	
	Spraying mixture	0.12	
Sept.	By 184 lbs. Potatoes		$1.60
	Net gain		$0.40

ROSS MILLER.
LESTER ANDREWS.
JOHN TATE.
PHILIP ANDREWS.

Mechanic Science.

Essay by a Grade VII Boy.—In our Macdonald School at Middleton, one of the most important departments is the mechanic science. The mechanic science room is about forty feet by twenty, containing twenty benches, each bench being supplied with a plane, three chisels, try square, marking knife, saw and drawing outfit.

All the boys from the sixth to the tenth grade take mechanic science, and I am sure we find it very interesting and helpful, though the different grades work only half a day per week.

When we went to mechanic science, the first thing taught us by our instructor, Mr. Bent, was the names of the different tools and how to use them properly, afterwards practising what we had learned.

Before making any model we draw the plan, then make the model from the drawing. The first thing to do when making a model is to cut out the piece of wood a little larger than the model, because we have to allow some waste in getting the wood planed up. After planing the wood to get what we call the "face side" and "face edge," we plane it to width and thickness, then finish the model.

We have used thus far in our work three kinds of wood, namely, pine, whitewood and sweet gum.

Mechanic science teaches us in both the drawing and woodwork to be exact and square in all our work, thus teaching us to be honest and square in all the dealings of life. But the advantages of mechanic science will appear more fully when we take our places in the world as men.

Mechanic science is not only useful to boys who expect to be carpenters, but in any profession we may follow. I am sure we shall find the training received here very helpful indeed. But the best way for any one to discover the good that comes from mechanic science is to come and see for themselves.

Charles Haverstock.

Domestic Science.

How to Wash and Iron Prints.—Prints should be washed with care. The water used should not be hot, but warm. Hot water is apt to make colors fade.

The materials used in washing prints are warm water, soap jelly, which is made by dissolving odds and ends of yellow soap in water, salt to set colors, vinegar or ammonia to revive colors.

First wash in warm water with soap on the right side. Then with warm water and soap jelly on the wrong side. Then rinse in clear warm water until all soap is removed. After that rinse in cold water with one tablespoon of salt to two quarts of water to revive reds, blues, pinks and greens. One tablespoon of vinegar to revive mauves.

Next starch in cooled boiled starch. Then dry quickly in the shade. Do not dry in the sun, as it is apt to fade them. Iron when about half dry, or if allowed to dry they must be sprinkled, rolled up and laid aside an hour before ironed. In ironing prints do not use too hot an iron, as this causes the color to fade.

Iron all trimming on the wrong side, collars, cuffs, yokes and all double parts ning with the neck at the ironer's left hand, so that the work when ironed may be on both sides, and lastly iron on the right side the body part of the waist, beginpushed away from the ironer and not creased.

The recipe for hot starch is one tablespoon of starch, which is used to stiffen, two tablespoons of water, which is used to mix and dissolve the ingredients, one-half teaspoon of powdered borax, which is used to give a gloss. A few shreds of white wax, which is used to prevent the iron from sticking. Boiling water sufficient to render the starch semi-transparent. This cooks and thickens the starch.

Marguerite Young.

Grade VIII.

Pastry.—(*A Paper from a Lesson in Domestic Science*).—For both short and flaky pastry use half the quantity of shortening as of flour, and water enough to mix.

For short pastry, put the flour and shortening into a mixing bowl and chop with a knife until quite fine; then rub it in with the fingers, add gradually the water, and stir with a knife so as to keep it cool. Roll out once, and use as little flour as possible.

For flaky pastry mix the flour and water together, roll out and spread on it one-third of the shortening, then roll again. Do this five times, every other time adding the lard.

The oven should be very hot for pastry so as to burst the starch grains in the flour, and thus absorb the shortening. If the oven is cold the pastry will not rise, and the shortening will melt and run out.

Pastry is much better if allowed to stand awhile before baking.

The best flour for making pastry is that made out of soft wheat and containing the most starch.

There are various kinds of shortening—lard, butter, dripping and margarine. Margarine is beef fat which has been clarified, churned with milk to flavor it, and colored with annatto. It is perfectly wholesome and makes good pastry.

ADDIE E. BALTZER.

Grade IX.

PHYSICAL EXERCISES.

The Influences of Athletics in a High School.—Are athletics a benefit to a high school? This question has received much attention from many minds, and still opinions differ widely. Even high school principals do not agree on this subject. The college bred teacher takes the affirmative; and with equal force and insistence the principal, who has already given the best years of his life to school work sees in athletics the ruin of his school. Some teachers give the matter no attention whatever, but their indifference is more than offset by the enthusiastic spirit of the students, who are unanimously in favor of high school athletics. It is proper, then, that we should take as broad a view of the subject as we can.

True education has a three-fold purpose:—(1) the development of the intellectual aptitudes of the individual; (2) of the moral personality; (3) of the physical powers. We shall endeavor in brief to show how the physical powers may be developed.

A certain amount of drill has been given in the public school, which is evidently bringing forth good results, but organized games, which stand for at least as much as drill, have had less development. One may ask, what are these games? We would mention football, base-ball, basket-ball, cricket and tennis, which the bulk of the school population of this country have never had the advantage of. In higher class schools, the position of games has reached a pitch, which some people regards as dangerous; there is little fear that this will ever be the case in our elementary schools.

But who is to give this physical education in the schools? In the end, we hope the ordinary school teacher, but in the meantime, with the country so full of cricketers, foot-ball palyers and athletic experts of all kinds, surely there should not be much difficulty in securing such amateur help as would set our athletics on a firm footing throughout our public schools.

It is taken for granted that because boys and girls live in the country, their physical education is sure to be up to the mark, but in many of our country villages and towns this physical culture is sadly neglected. There is no half-holiday in the first five days of the school week; and on Saturdays the scholars do not come to school at all. Here and there we find a teacher who will sacrifice part of his Saturday to athletics, and in every case the results are beneficial.

The local educational authorities forget that "all work and no play may make Jack a dull boy and Gill a dull girl."

G. K. H.

MACDONALD GREYS.

Staff:—Instructor, Lieut. R. W. Bent; Cadet Capt., P. S. Andrews; Cadet Sr. Lieut., L. deV. Chipman; Cadet Jr. Lieut., A. T. Croft. On the retired list, Lieut. G. K. Haverstock.

On the last day of May, 1904, a number of boys of the Macdonald Consolidated School met in their assembly hall with Capt. Outhit, of the 14th K. C. H., then the school's gymnastic instructor, for the purpose of forming a cadet corps. Capt. Outhit, acting in conjunction with Lt.-Col. J. A. Sponagle, M. D., obtained the necessary authority from the Militia Department. The officers were elected and duly gazetted, and the corps attached to the 69th Royal Annapolis Regiment. The officers were:—Capt. P. S. Andrews, Sr. Lieut. Chipman, and Jr. Lieut. Haverstock.

The instructor, Capt. Outhit, left at the end of the school year, and until February, 1905, the officers did their own instructing in the Dundonald drill as then used. In February, 1905, Lieut. Bent became instructor, since which time the corps has made good showing. During the winter and spring of 1905, instruction in physical drill was given. As soon as it was possible, however, to get outside, the new militia drill was taken up and squad drill commenced.

During May, 1905, the corps was reviewed by Capt. Outhit, father of the corps, who expressed himself as satisfied with results attained. Again in September, the corps was reviewed by Sir Wm. C. Macdonald, Dr. Robertson, C.M.G., and Lieut. Colonel J. A. Sponagle, M. D.

In June, 1905, Lieut. Haverstock, being about to leave the school to enter college, resigned, and Master Ainsley T. Croft, who had served two years in the Halifax County Cadets, and one year in the Dartmouth Bearer Corps, was elected Lieut. Haverstock's successor. In the meantime, the corps had advanced to company drill.

By the permission of Col. Drury, D.S.O., and the kindness of Major J. L. Phinney, the corps is to be allowed to use the 69th Regimental armory in Middleton during the winter months for drill purposes.

L. DEV. CHIPMAN.

NATURE STUDY COMPOSITIONS.

A Nest.—(A Composition by Grade I as Formed into a Reading Lesson.)—A caterpillar made this nest. A brown caterpillar made it. It is made of hair web and grass. He took hair from his body. He spun the web with his mouth. This nest was built in the fall. We call it a cocoon. By and by a moth will come out of the cocoon.

A moth has four wings. It has horns like feathers. It has six legs. We call it an insect because it has six legs. The moth flies at night. It lays eggs. The eggs hatch into caterpillars. The caterpillar builds a cocoon and turns into a moth.

A butterfly has four wings. It has two horns. The horns have knobs on the ends. The butterfly holds its wings up in the air. A butterfly has six legs. It flies in the day. The butterfly has a long tongue to suck honey. The caterpillar of a butterfly does not build a nest. It turns to a chrysalis. The chrysalis turns to a butterfly.

Some of our Little Friends.—Some of our little friends are very shy, yet we see them getting ready for winter. The squirrel makes his house out of warm things like wool, feathers and hair.

The red squirrel eats nuts, berries, and eggs; but in winter he eats pine cones. He does not store up apples, for they would decay, but the pine cones will not, or they have turpentine on them to protect them.

The chipmunk very seldom climbs trees, but burrows a hole in the ground. The chipmunk keeps his food beside him. He stores away barley, rye and oats for his winter supply.

Some people think the salamander is a lizard, and say it is poisonous, but it not. It is as harmless as a kitten, and does more good than harm. It eats insects in the garden. The salamander is much like a frog. He sleeps in the ground, where the frogs sleep, and does not wake till spring.

The swallow goes to the south in winter. People say he goes because it is cold, but he cannot get food, as he lives on insects which he catches in the air.

The English sparrow does not go, for he eats crumbs and seeds. He has strong legs and weak wings, and the swallow has strong wings and weak legs.

OLGA SPONAGLE.

Our Evergreen.—(*Written by Addie Baltzer*, aged 11 years).—Our evergreens consist of black spruce, white spruce, hemlock spruce, balsam fir, red pine, white pine and cedar. They all belong to the coniferae family, and are monoecious.

Black spruce (abies nigra) cones are persistent, and take two years to ripen. Its seeds are winged and naked; the cones are borne near the end of the branches and on the lower side, so that they hang down. The leaves are four-sided and sharp, and grow all around the stem. Pasture spuce have larger and more limbs than forest spruce.

Balsam fir (abies balsamea) is covered with a sticky, clear substance. The bark is darker and smoother than the black spruce, and the leaves are flat and blunt, and grow from all sides but the lower. The under side of the leaves are light green, and lighter than those of the black spruce. The cones of fir grow erect; they are purple in color and medium in size. The new limbs grow out in whorls.

Cedar (arbor vitae) is very rare. It grows quite small and is used for ornamental trees and hedges. The flowers are in catkins and the fruit is a cone.

Red pine (pinus resinosa), commonly called yellow pine, has its leaves in clusters of twos, and has short cones.

White pine (pinus strobus) has its leaves in fives.

In white spruce (abies alba) the cones are deciduous and the seeds are winged and naked.

A Pine Tree's Age.—When you want to find the age of trees you should not guess, for guessing is unsatisfactory. For instance, seeing trees of the same size is not saying the y are of the same age. The ones that are straight and smooth grow quickly, and are young, while those that are crooked and rough grow slowly and are old. Asking is satisfactory. Trees cannot talk, but there are many ways just as plain as words in which they can tell their age.

You can tell the age of all kinds of trees by the number of annual rings, but this way would require the tree to be cut down so that the rings could be counted from the heart to the outside. Each ring represents a years' growth. You can also tell the age of a few without destroying them by looking at the spaces between each whorl of branches. Let us see which trees can answer in the second way. Look at the maple,—its trunk is lost at the branches, but the pine trunk goes to the top of the tree, owing to the yearly developmen of its terminal bud. This trunk bears clusters of branches all around it, perhaps five or six opposite one another called whorls. Every year there is a whorl, and so you can tell the age from the trunk by counting the number of spaces between the whorls from the bottom to the top of the tree; and if the top is broken off, count the spaces up the trunk to any limb and then out to the end of the limb.

You can tell the age of any branch (or any piece of a branch) by counting the spaces between its whorls. Each counts for one yar.

The age of the leaves can be told from the branch. If they are on the end space they are one year old. If on the second space they are two years old. There are no leaves on the third space from the end because the leaves last but two years, so they could not be on the third year space. We find the age of the cones just the same as we did that of the leaves, by counting the spaces to see how many years they stay on.

This is what the White Pine told us about itself.

(Paragraphs selected from the Essays of Winnie Newhook, Faye Marshall, Elsie Chesley, Parker Neily and Gordon Parlee, Grades VI and VII.)

The Potato.—The potato was first found in America. When Sir Walter Raleigh visited this country in 1583, he found it growing wild in Virginia. On his return to England, he took some of the plants with him. It was soon recognized by the people, that, if properly cultivated, the tubers would be an important article of food; so much time was spent on improving it. As a result of this care-

ful labor, we have the wholesome, palatable food of to-day. Later on it was taken to Ireland and other countries in Europe, where it has been extensively grown ever since.

The potato is much used as a food by the human race, especially the Irish, also by domestic animals, and starch is manufactured from it. There are several large starch factories in Prince Edward Island, where this vegetable is raised in large quantities. It has also been found to be useful in many other ways. It has been learned that a raw potato applied to a scald or burn is a good and simple remedy. Its importnce as a useful and nutritious food may be proved by the potato famine in Ireland in 1847. The potato crop failed, and on account of this, many people died, many emigrated to Canada and other foreign countries. So by emigration and starvation the population was decreased nearly two million.

The potato ranks high in the vegetgable kingdom. It belongs to a family of plants know as the night-shade family, and the botanical name for it is solanum tuberosum. Very many of the plants of this family are poisonous; the potato, however, is well known to be very wholesome. It is valued for its large tubers or underground stems.

We know it is an underground stem, for stems have buds, and roots have not. The buds, commonly called eyes, send out little stems, and from them grow the branches of the plants. Therefore, the potato must be a stem.

The potato reproduces itself in two ways, by underground stems and by the seed. The farmer saves the underground stem and plants it the next year. This is the most common way of reproducing this vegetable. The seeds are the fruit of the potato. There are little white balls with seeds inside. The farmer sows these, and by so doing, can ontain new varieties of the potato.

In 1904 we planted in our school garden some potato seeds which we obtained from a seed merchant. The plants from this seed grew very well, and in the fall we found quite a number of small potatoes under the plants. We saved some of the best potatoes, and this year, 1905, we planted them again, and have saved three of the most promising, distinct varieties. We will plant these in 1906, and if they continue to be a success, we hope to give to the world three new varieties of the potato.

LOUIS BERNARD SCHAFFNER,
South Farmington.

APPENDIX G.

SPECIAL REPORTS OF INSPECTORS ON THE CHARACTER OF THE SECTIONS WITHOUT SCHOOLS DURING THE SCHOOL YEAR ENDED JULY, 1905.

GRAHAM CREIGHTON, B. A., *Inspector.*

Halifax, West.

No. 12—Peggy's Cove, 2x1 miles; fishing village; valuation, $2,500; 17 families and 23 children; school house, good; without school two years. Cause,—indifference.

No. 20—Greenhead, 5x3 miles; rugged; valuation, $2,000; 10 families and 5 children; school house, fair; without school four years. Cause,—small number of children.

No. 38—Kemptown, 4x2 miles; rugged and barren; valuation, $1,800; 6 families, 1 child; school house, fair; without school two years. Cause,—no children.

No. 42—North Beaver Bank, 5x3 miles; 20 families and 23 children; school house, fair; without school 1 year. Cause,—unable to secure teacher.

Halifax, East.

No. 3—Upper Lakeville, 3x2 miles; valuation, $2,500; 14 families, 4 children; school house, fair; without school four years. Cause, —small number of children.

No. 31—Dufferin Mines, 4x4 miles; mining district, valuation, ————; 4 families, —— children; without school three years. Cause,—cessation of mining operations and consequent desertion by mining population.

H. H. MACINTOSH, *Inspector.*

Lunenburg and New Dublin.

No. 106—Bush's Island, 2x½ mile; poor and rocky; valuation, $6,950; 20 families and 30 children; school house, fair; without school 1 year. Cause,—could not get teacher.

Chester.

No. 6—Sherwood, 5x2 miles; poor; valuation, $2,500; 8 families and 10 children; school house, fair; without school 2 years. Cause,—failed to secure teacher.

No. 9—Germantown, 5x2 miles; poor; valuation, $2,900; 7 families and 5 children; school house, poor; without school 3 years. Cause,—few children.

No. 25—Beech Hill, 5x2 miles; fair; valuation, $3,000; 7 families and 15 children; school house, fair; without school 2 years. Cause,—carelessness.

No. 26—Harriston, 5x2 miles; poor; valuation, $3,070; 5 families and 5 children; school house, fair; without school 1 year. Cause,—children attend Section No. 10.

North Queens.

No. 4—Albany New, 5x2 miles; fair, valuation, $5,000; 8 families and 7 children; school house, fair; without school 1 year. Cause, —few children.

South Queens.

No. 17—Port Mouton Island, 3x2 miles; fair; valuation, $2000; 6 families and 10 children; school house, fair; without school 2 years. Cause,—could not get a teacher.

Dock Cove and Denmark were vacant largely through indifference.

JAMES. H. MUNRO, *Inspector.*

Barrington.

Every section has its school except Hamilton, No. 2, which has no children to make school.

Argyle.

Two sections were without school—South Belville, which has a fine school house—and Morris Island, which has no school house yet.

L. S. MORSE, M. A., *Inspector.*

Six sections only, four in Annapolis and two in Digby, were without schools during any portion of the year. One of these had no children of school age; one did not want a school, and the others could not get teachers. These sections were all "poor sections" with very few pupils. The whole of them combined could not furnish pupils for more than one good school.

COLIN W. ROSCOE, *Inspector.*

Kings.

No. 50—Scots Bay Road, 4x4 miles; mountain land and wood land; valuation, $6000; 40 families and fifty children; school house, fair; without school 1 year. Cause,—repairing house.

No. 78—Pine Wood, 3x1 mile; farming district; valuation, $4,000; 30 families and 50 children; without school 2 years. Cause, —no school house—colored people, cannot work together.

No. 87—North River, 5x3 miles; mountain land poor; valuation, $4,000; 10 families and 15 children; without school 3 years. Cause,—no school house, people not united.

No. 88—Pleasant View, 4x2 miles; poor mountain land; valuation, $6,000; 20 families and 20 children; school house, poor; without school 1 year. Cause,—could not get a teacher.

No. 94—Mount Horn, 3x3 miles; poor mountain land; valuation, $3,000; 5 families and 3 children; without school 7 ears. Cause,—no school house and no children.

No. 107—Dalhousie Road, 4x4 miles; woods; valuation, $2000; 6 families and 4 children; school house, poor; without school 6 years. Cause,—few children.

West Hants.

No. 43—Crystal Wave, 3x2 miles; fair; valuation, $3,000; 10 families and 15 children; without school 15 years. Cause,—no school house, people poor.

East Hants.

No. 54—East Tennecape, 3x3 miles; fair; valuation, $9,000; 20 families and 20 children; good school house; without school 1 year. Cause,—could not get a teacher.

INGLIS C. CRAIG, M. A., *Inspector.*

Cumberland.

No. 12—Lower Wentworth, 3x1 mile; intervale and upland; valuation, $10,150; 7 families and 3 children; school house, fair; without school 5 years. Cause,—not sufficient pupils.

No. 21—South Wallace Bay, 3x2 miles; fine tillage land; valuation, $20,700; 19 families and 21 children; school house condemned; without school 2 years. Cause—disaffected towards consolidation with Wallace Bay.

No. 25—Wallace Bridge, 3x2 miles; fine tillage land; valuation, $27,300; 25 famiies and 33 children; school house condemned; without school 2 years. Cause,—contention over school site.

No. 28—Hansford, 3x1½ miles; good farming land; valuation, $10,800; 12 families and 10 children; school house, poor; without school 1 year. Cause,—could not engage a teacher for partial term.

No. 47—Lower River Hebert, 3x2 miles; dike and upland; valuation, $27,6000; 23 families, 28 children; school house condemned; without school 2 years. Cause,—indifference.

No. 68—Clairmont, 3 miles long; hilly; valuation, $9,500; 7 families and 3 children; school house, fair; without school 5 years. Cause,—not sufficient children.

No. 84—Westchester Mountain, 3x2½ miles; fair tillage land; valuation, $8,800; 10 families and 11 children; school house condemned; without school 2 years. Cause,—too poor to build again.

No. 85—Westchester Lake, 3½ miles long; rocky and poor; valuation, $3,500; 7 families and 12 children; school house, poor; without school 6 years. Cause,—poverty and carelessness.

No. 90—Farmington, 3 miles long; fair tillage land; valuation, $7,800; 5 families and 7 children; school house, fair; without school 2 years. Cause,—private school.

No. 96—East Hansford, 2x2 miles; broken; valuation, $11,500; 11 families and 21 children; school house, poor; without school 1 year. Cause,—disaffected towards consolidation with Birch Ridge.

No. 100—Greenville Cross Roads, 3½ miles in length; poor mountain land; valuation, $3,500; 7 families and 10 children; school house very poor; without school 3 years. Cause,—poverty.

No. 103—Killarney, 2½x1 mile; excellent land; valuation, $11,000; 6 families and 2 children; school house, fair; without school 3 years. Cause,—no children.

No. 105—Little Forks, 2 miles in length; forest; valuation, 6,500; 10 families and 13 children; no school house; without chool 1 year. Cause,—opposed to union with Athol.

No. 114—Little River, 2x1 mile; good land; valuation, $12,-00; 13 families and 15 children; school house, good; without hool 1 year. Cause,—ratepayers refused to vote money.

Parrsboro.

No. 22—New Yarmouth, 1 mile in length; forest; valuation, $3,000; 3 families and 5 children; school house good; without school 2 years. Cause,—not enough ratepayers to support school.

No. 26—Harrison Settlement, 2 miles in length; intervale and upland; valuation, $7,500; 6 families and 7 children; school house, good; without school 3 years. Cause,—no interest in education.

West Colchester.

No. 27—Beaver Meadows, 2½ miles long; fair tillage land; valuation, $3,750; 5 families and 3 children; school house very poor; without school 2 years. Cause,—not sufficient children.

E. L. Armstrong, *Inspector.*

North Pictou.

No. 17—College Grant, 3½x3 miles; fairly good; valuation, $7,400; 18 families and 9 children; school house, good; without school a year. Cause,—trustees and some ratepayers have no interest.

No. 45—Lower Green Hill, 3x3 miles; fair to good land; valuation, $9,400; 15 families and 5 children; school house, poor; without school 2 years. Cause,—small number of children.

No. 59—Upper Toney River, 2x2 miles; fair; valuation, $3,600; 10 families and 3 children; school house very poor; without school 1 year. Cause,—small number of pupils.

South Pictou.

No. 54—Broadway, 4x3 miles; poor; valuation, $7,200; 15 families and 7 children; school house, poor; without school 2 years. Cause,—carelessness and desire to save expenses.

South Colchester.

No. 10—Springmont, 3x2 miles; poor; valuation, $1,700; 8 families and 3 children; school house, poor; without school 3 years. Cause,—not sufficient pupils and inability to support school.

No. 19—Upper Kemptown, 3x2 miles; poor; valuation, $2,800; 6 families and 3 children; school house, poor; without school 3 years. Cause,—not able to maintain school.

No. 31—Green's Creek, 3x3 miles; poor; valuation, $5,740; 18 families and 10 children; school house, fair; without school 1 year. Cause,—did not succeed in getting a teacher.

No. 37—Forest Glen, 3x2 miles; fair; valuation, $10,000; 15 families and 5 children; school house, good; without school 2 years. Cause,—lack of pupils.

M. J. T. MACNEIL, B. A., *Inspector.*

Richmond.

No. 7—Lochside, 2x1½ miles; fair; valuation, $4,300; 21 children; school house, fair; without school 2 years.

No. 11—Rocky Bay, 2x1½ miles; rocky coast region; valuation, $6,500; 22 children; school house, poor; without school 1 year.

No. 27—Hureauville, 3x1½ miles; good farming land; valuation, $4,220; 19 children; without school 1 year. Cause,—new school house being built.

No. 34—Dundee; good; no school house; section disorganized.

No. 51—Loch Lomond, N., 4 miles in length; good land; no school house; section disorganized.

No. 54—Loch Lomond, 3½ miles in length; good farming land; valuation, $3,270; 13 children; school house, good; without school 1 year. Cause,—no teacher available for salary offered.

South Inverness.

The following sections were without school:—

No. 10, Hillsdale; 17, Millan; 21, Baden; 25, N. E. Mabou; 33, Scotch Hill; 38, S. W. Ridge; 39, Dennistown; 43, Queensville; 44, Lake Horton; 45, Rear Long Point; 49, Kingsville; 56, Skye Mt.; 57, Judson; 58, Caribou; 61, Alba; 64, Seal Cove; 65, Valley Mills.

JOHN MACKINNON, *Inspector.*

North Inverness.

No. 2—Pleasant Bay, 3x1 mile; poor and rocky; valuation, $4,000; 16 families and 17 children; school house, fair; without school 2 years. Cause,—trustees made no effort to secure teacher.

No. 71—Pembroke, 3x2 miles; poor and rocky; valuation, $3,500; 12 families and 20 children; school house, poor; without school 1 year. Cause,—trustees made no effort to secure teacher.

No. 37—Sight Point, 3x½ a mile; poor and rocky; valuation, $4,500; 14 families and 30 children; school house, fair; without school 1 year. Cause,—trustees made no effort to secure a teacher.

No. 66—McLellan's Mt., 2½x2 miles; poor and hilly; valuation, $4,000; 10 families and 14 children; school house, poor; without school 2 years. Cause,—financial weakness.

No. 65—Campbelton, 3x2 miles; fair and hilly; valuation, $4,200; 12 families and 15 children; school house, poor; without school 2 years. Cause, financial weakness.

No. 23—Marsh Brook, 4x1½ miles; fair and hilly; valuation, $3,800; 12 families and 13 children; school house, fair; without school 2 years. Cause,—financial weakness.

No. 24—Ingraham's Brook, 3x2 miles; good land; valuation, $8,500; 16 families and 20 children; without school 2 years. Cause, school house destroyed by fire and new one being erected.

Victoria.

No. 66—Meat Cove, 2x1 mile; poor and rocky; valuation, $4,000; 14 families and 22 children; without school 2 years. Cause, —teachers unwilling to go to Cape North .

No. 48—Bay St. Lawrence, 4x1 mile; fair in part; valuation, $6,000; 16 families and 30 children; school house good; without school 2 years. Cause,—teachers unwilling to go to Cape North.

No. 47—Sugar Loaf, 4x1½ miles; fair in part, valuation, $8,000; 26 families and 28 children; school house, superior; without school 2 years. Cause,—teachers unwilling to go to Cape North.

No. 46—Dingwall, 4x1½ mile; good in part; valuation, $6,400; 20 families and 25 children; school house, fair; without school 1 year. Cause,—teachers unwilling to go to Cape North.

No. 45—North Harbour, 3x1½ miles; good in part; valuation, $5,000; 10 families and 10 children; school house, fair; without school 2 years. Cause,—inadequate salary offered.

No. 42—South Harbour, 3x1½ miles; poor in part; valuation, $4,500; 14 families and 18 children; school house, poor; without school 1 year. Cause,—inadequate salary offered.

No. 49—Tarbert, 4x2 miles; poor in part; valuation, $5,000; 20 families and 30 children. Section united to Tarbert, East.

No. 50—North River, 3x1 mile; good, valuation, $7,000; 14 families and 15 children; school house, poor; without school 1 year. Cause,—insufficient salary offered.

No. 31—Eel Cove, 3½x1 mile; good; valuation, $6,000; 15 families and 12 children; school house, good; without school 2 years. Cause,—insufficient salary offered.

No. 33—Plaister, 4x1½ miles; good; valuation, $7,200; 22 families and 30 children; without school 2 years. Cause,—building a new school house.

No. 35—Wreck Cove, 4½x1 mile; poor and rocky; valuation, $3,200; 13 families and 17 children; school house, poor; without school 2 years. Cause,—trustees unable to get teacher for salary offered.

No. 36—North Smoky, 3x1 mile; poor and rocky; valuation, $3,000; 16 families and 28 children; school house, fair; without school 2 years. Cause,—unable to get a teacher for salary offered.

No. 60—Island Point, 4x1½ miles; good; valuation, $6,000; 16 families and 14 children; school house, fair; without school 1 year. Cause,—unable to obtain a teacher for salary offered.

No. 7—Upper Baddeck, 3½x1½ miles; good; valuation, $5,000; 20 families and 25 children; school house, poor; without school 1 year. Cause,—unable to obtain a teacher for salary offered.

No. 12—Upper Middle River, 4x2 miles; good; valuation, $4,500; 15 families and 18 children; school house, poor; without school 1 year. Cause,—unable to obtain a teacher for salary offered.

No. 18—Upper Washabuck, 3½x1½ miles; good; valuation, $5,200; 14 families and 16 children; school house, poor; without school 1 year. Cause,—unable to obtain a teacher for salary offered.

A. G. MACDONALD, M. A., *Inspector.*

Guysboro.

No. 6—Glencoe, 4x2 miles; elevated and fair land; valuation, $4,000; 13 families and 5 children; school house, poor; without school 4 years. Cause,—fewness of pupils and indifference of parents.

No. 7—Alder River, 4x3 miles; indifferent soil; valuation, $3,500; 12 families and 8 children; school house, poor; without school 3 years. Cause,—poverty, insufficient funds.

No. 33—S. Merland, 4x1 mile; elevated and rocky; valuation, $3,000; 10 families and 6 children; school house, poor; without school 11 years. Cause,—cannot offer sufficient salary.

No. 55—Yankee Cove, 3x1 mile; rocky fishing coast; valuation, $1,000; 7 families and 8 children; school house, poor; without school 3 years. Cause,—cannot offer sufficient salary.

No. 62—Larry's River, W., 2x1 mile; rocky, fishing village; valuation, $12,000; 50 families and 45 children; school house good; without school 1 year. Cause,—failed to obtain a teacher.

No. 63—Larry's River, E., 3x1 mile; rocky, fishing village; valuation, $10,000; 40 families and 35 children; school house good; without school 1 year. Cause,—failed to obtain a teacher.

No. 64—Gammond's Point, 3x1 mile; farming and fishing; valuation, $10,000; 20 families and 15 children; school house, fair; without school 1 year. Cause,—could not obtain a teacher for salary offered.

St. Marys.

No. 4—Smithfield, 5x2 miles; fair land; valuation, $4,000; 19 families and 15 children; school house, fair; without school 1 year. Cause,—failed to obtain a teacher.

No. 7—Cameron's Settlement, 4x2 miles; fair land; valuation, $5,000; 17 families and 10 children; school house, fair; without school 1 year. Cause,—failed to obtain a teacher.

No. 12—Greenfield, 3x2 miles; fair land; valuation, $5,000; 15 families and 1 child; school house, fair; without school 10 years. Cause,—not sufficient pupils.

No. 29—West Liscomb, 4x2 miles; fishing community; valuation, $4,000; 19 families and 15 children; school house, fair; without school 3 years. Cause,—poverty and indifference.

No. 31—Hollin's Harbor, 5x2 miles; principally fishing; valuation, $3,500; 17 families and 12 children; school house, fair; without school 2 years. Cause,—could not obtain a teacher for salary offered.

Antigonish.

No. 14—Dunmagless, 3x2 miles; land good; valuation, $4,000; 15 families and 6 children; school house out of repair; without school 5 years. Cause,—not sufficient pupils.

No. 15—Brown's Mountain, 3x2 miles; an elevated range of hills; valuation, $3,000; 9 families and 7 children; school house out of repair; without school 4 years. Cause,—not sufficient pupils.

No. 16—Maple Ridge, 4x2 miles; very elevated range; valuation, $4,000; 16 families and 10 children; school house, old; without school 5 years. Cause,—cannot offer sufficient salary.

No 19—Wiliams' Point, 2x2 miles; land good; valuation, $9,000; 15 families and 5 children; school house, old; without school 6 years. Cause,—children attending town schools.

No. 49—Lower W. River, 3x2 miles; land good; valuation, $9,000; 12 families and 5 children; school house, old; without school 6 years. Cause,—not sufficient pupils.

No. 53—Stewart's Mills, 4x1½ miles; hilly, land fair; valuation, $5,000; 10 families and 8 children; school house, poor; without school 2 years. Cause,—unprogressive in education, many of the children attending school in neighbouring sections.

No. 54—Mayfield, 3x2 miles; quite elevated; valuation, $3,500; 12 families and 8 children; school house, poor; without school 2 years. Cause,—unable to offer sufficient salary.

No. 57—Lower Brierly Brook, 3x2 miles; excellent land; valuation, $12,000; 17 families and 5 children; school house partly decayed; without school 3 years. Cause,—insufficient pupils.

No. 58—Beech Hill, 3x2 miles; average land; valuation, $4,000; 12 families and 7 children; school house, poor; without school 2 years. Cause,—poverty and insufficient pupils.

No. 59—Pinedale, 3x2 miles; land fairly good; valuation, $5,000; 11 families; school house, old; without school 6 years. Cause,—no pupils.

No. 64—Big Marsh, 3x2 miles; land fairly good; valuation, $10,000; 18 families and 10 children; school house, old; without school 2 years. Cause,—lacking in educational spirit.

No. 69—Tracadie, "Colored," 3x3 miles; poor dry land; valuation, $3,500; 20 families and 25 children; school house, fair; without school 1 year. Cause,—unable to obtain a teacher for salary offered.

No. 71—Middleton, 3x2 miles; elevated but good land; valuation, $7,000; 12 families and 5 children; school house very poor; without school 3 years. Cause,—insufficient pupils.

No. 79—Morien, 3x2 miles; very elevated and dry land; valuation, $4,000; 12 families and 7 children; school house very poor; without school 4 years. Cause,—insufficient pupils and poverty.

No. 82—College Grant, 3x1½ miles; elevated, very good soil; valuation, $4,000; 14 families and 10 children; school house very poor; without school 6 years. Cause,—insufficient pupils and poverty.

T. M. Phelan, M. A., LL.B., *Inspector.*

Cape Breton.

No. 4—Lingan Barachois, 5x1 mile; poor farming land; valuation, $3,550; 12 families and 22 children; school house very poor; without school 3 years. Cause,—could not pay a teacher.

No. 6—Lingan Road and No. 7, and Kilkenny Lake, could be united to Lingan.

No. 8.—Lakevale.

No. 15—Lake View, 3x1½ miles; barren and swampy; valuation, $2,000; 6 families and 14 children; school house very poor; without school 2 years. Cause,—cannot support a school.

No. 21—False Bay Beach, 4x1 mile; mostly forest ground; valuation, $3,560; 14 families and 12 children; school house, poor; without school 4 years. Cause,—cannot support a school.

No. 23—Round Island, 3x1 mile; rough and rocky; valuation, $4,000; 15 families and 6 children; school house, poor; without school 3 years. Cause,—cannot support a school.

No. 25—Hornes Road, 4x1 mile; inland and hilly; valuation, $9,548; 19 families and 9 children; school house, fair; without school 4 years. Cause,—only five children of school age.

No. 26—Hill's Road, 2½x2 miles; somewhat rough; 8 families and 9 children; school house, fair; without school 7 years. Cause, —could not procure a teacher.

No. 27—Mira Road, near Sydney, where some of the children attend.

No. 34—Woodbine, now part of "The Meadows."

No. 45—Upper Leitche's Creek.

No. 46—Forest.

No. 54—George's River, 4x¾ of a mile; fairly good; valuation, $———; 32 families and 40 children; school house, good; without school 1 year. Cause,—did not get a teacher.

No. 63—Union, 4x3 miles; fairly good; valuation, $12,620; 20 families and 15 children; school house, none; section formed from parts of others. Could not agree on a site.

No. 69—Scatarie, 7x2 miles; fair; valuation, $2,000; 16 families and 30 children; school house, poor; without school 2 years. Cause,—few teachers care to live on this island .

No. 70—Baliene, 1x1 mile; rocky; valuation, $3,000; 13 families and 25 children; no school house; without school 5 years. Cause,—poverty and carelessness.

No. 75—Kennington Cove.

No. 76—New Boston, 4½x1 mile; hilly and rocky; valuation, $6 000; 21 families and 23 children; school house, fair; without school 2 years. Cause,—lack of effort to keep school open.

No. 80—Ocean View, 3x2 miles; fair and undulating; valuation, $3850; 12 families and 6 children; school house very poor; without school 5 years. Cause,—cannot keep up a school.

No. 84—Gabarus Lake.

No. 85—Beefry, 6x2 miles; level, fairly good; valuation, $3,043; 20 families and 35 children; school house, good; without school 4 years. Cause,—Could not obtain a teacher.

No. 90—Gr. Mira, North, 4x2½ miles; level, fairly good; valuation, $7,000; 16 families and 4 children; school, house fair; without school 1 year. Cause,—could not get a teacher.

No. 92—Salmon River, 5x3 miles; fairly good; valuation, $12,-080; 16 families and 12 children; school house, fair; without school 1 year. Cause,—could not obtain a teacher.

No. 93—Huntington Mountain, 3x2½ miles; hilly; valuation, $4,414; 9 families and 16 children; school house very poor; without school 3 years. Cause,—cannot pay a teacher.

No. 95—Ben Eoin, 3x2½ miles; hilly; valuation, $———; 10 children; no school house; without a school 20 years. Cause,—cannot support a school.

No. 7—Alder River, 4x3 miles; indifferent soil; valuation, $3,500; 12 families and 8 children; school house, poor; without school 3 years. Cause,—poverty, insufficient funds.

No. 33—S. Merland, 4x1 mile; elevated and rocky; valuation, $3,000; 10 families and 6 children; school house, poor; without school 11 years. Cause,—cannot offer sufficient salary.

No. 55—Yankee Cove, 3x1 mile; rocky fishing coast; valuation, $1,000; 7 families and 8 children; school house, poor; without school 3 years. Cause,—cannot offer sufficient salary.

No. 62—Larry's River, W., 2x1 mile; rocky, fishing village; valuation, $12,000; 50 families and 45 children; school house good; without school 1 year. Cause,—failed to obtain a teacher.

No. 63—Larry's River, E., 3x1 mile; rocky, fishing village; valuation, $10,000; 40 families and 35 children; school house good; without school 1 year. Cause,—failed to obtain a teacher.

No. 64—Gammond's Point, 3x1 mile; farming and fishing; valuation, $10,000; 20 families and 15 children; school house, fair; without school 1 year. Cause,—could not obtain a teacher for salary offered.

St. Marys.

No. 4—Smithfield, 5x2 miles; fair land; valuation, $4,000; 19 families and 15 children; school house, fair; without school 1 year. Cause,—failed to obtain a teacher.

No. 7—Cameron's Settlement, 4x2 miles; fair land; valuation, $5,000; 17 families and 10 children; school house, fair; without school 1 year. Cause,—failed to obtain a teacher.

No. 12—Greenfield, 3x2 miles; fair land; valuation, $5,000; 15 families and 1 child; school house, fair; without school 10 years. Cause,—not sufficient pupils.

No. 29—West Liscomb, 4x2 miles; fishing community; valuation, $4,000; 19 families and 15 children; school house, fair; without school 3 years. Cause,—poverty and indifference.

No. 31—Hollin's Harbor, 5x2 miles; principally fishing; valuation, $3,500; 17 families and 12 children; school house, fair; without school 2 years. Cause,—could not obtain a teacher for salary offered.

Antigonish.

No. 14—Dummagless, 3x2 miles; land good; valuation, $4,000; 15 families and 6 children; school house out of repair; without school 5 years. Cause,—not sufficient pupils.

No. 15—Brown's Mountain, 3x2 miles; an elevated range of hills; valuation, $3,000; 9 families and 7 children; school house out of repair; without school 4 years. Cause,—not sufficient pupils.

No. 16—Maple Ridge, 4x2 miles; very elevated range; valuation, $4,000; 16 families and 10 children; school house, old; without school 5 years. Cause,—cannot offer sufficient salary.

No 19—Wiliams' Point, 2x2 miles; land good; valuation, $9,000; 15 families and 5 children; school house, old; without school 6 years. Cause,—children attending town schools.

No. 49—Lower W. River, 3x2 miles; land good; valuation, $9,000; 12 families and 5 children; school house, old; without school 6 years. Cause,—not sufficient pupils.

No. 53—Stewart's Mills, 4x1½ miles; hilly, land fair; valuation, $5,000; 10 families and 8 children; school house, poor; without school 2 years. Cause,—unprogressive in education, many of the children attending school in neighbouring sections.

No. 54—Mayfield, 3x2 miles; quite elevated; valuation, $3,500; 12 families and 8 children; school house, poor; without school 2 years. Cause,—unable to offer sufficient salary.

No. 57—Lower Brierly Brook, 3x2 miles; excellent land; valuation, $12,000; 17 families and 5 children; school house partly decayed; without school 3 years. Cause,—insufficient pupils.

No. 58—Beech Hill, 3x2 miles; average land; valuation, $4,000; 12 families and 7 children; school house, poor; without school 2 years. Cause,—poverty and insufficient pupils.

No. 59—Pinedale, 3x2 miles; land fairly good; valuation, $5,000; 11 families; school house, old; without school 6 years. Cause,—no pupils.

No. 64—Big Marsh, 3x2 miles; land fairly good; valuation, $10,000; 18 families and 10 children; school house, old; without school 2 years. Cause,—lacking in educational spirit.

No. 69—Tracadie, "Colored," 3x3 miles; poor dry land; valuation, $3,500; 20 families and 25 children; school house, fair; without school 1 year. Cause,—unable to obtain a teacher for salary offered.

No. 71—Middleton, 3x2 miles; elevated but good land; valuation, $7,000; 12 families and 5 children; school house very poor; without school 3 years. Cause,—insufficient pupils.

No. 7—Alder River, 4x3 miles; indifferent soil; valuation, $3,500; 12 families and 8 children; school house, poor; without school 3 years. Cause,—poverty, insufficient funds.

No. 33—S. Merland, 4x1 mile; elevated and rocky; valuation, $3,000; 10 families and 6 children; school house, poor; without school 11 years. Cause,—cannot offer sufficient salary.

No. 55—Yankee Cove, 3x1 mile; rocky fishing coast; valuation, $1,000; 7 families and 8 children; school house, poor; without school 3 years. Cause,—cannot offer sufficient salary.

No. 62—Larry's River, W., 2x1 mile; rocky, fishing village; valuation, $12,000; 50 families and 45 children; school house good; without school 1 year. Cause,—failed to obtain a teacher.

No. 63—Larry's River, E., 3x1 mile; rocky, fishing village; valuation, $10,000; 40 families and 35 children; school house good; without school 1 year. Cause,—failed to obtain a teacher.

No. 64—Gammond's Point, 3x1 mile; farming and fishing; valuation, $10,000; 20 families and 15 children; school house, fair; without school 1 year. Cause,—could not obtain a teacher for salary offered.

St. Marys.

No. 4—Smithfield, 5x2 miles; fair land; valuation, $4,000; 19 families and 15 children; school house, fair; without school 1 year. Cause,—failed to obtain a teacher.

No. 7—Cameron's Settlement, 4x2 miles; fair land; valuation, $5,000; 17 families and 10 children; school house, fair; without school 1 year. Cause,—failed to obtain a teacher.

No. 12—Greenfield, 3x2 miles; fair land; valuation, $5,000; 15 families and 1 child; school house, fair; without school 10 years. Cause,—not sufficient pupils.

No. 29—West Liscomb, 4x2 miles; fishing community; valuation, $4,000; 19 families and 15 children; school house, fair; without school 3 years. Cause,—poverty and indifference.

No. 31—Hollin's Harbor, 5x2 miles; principally fishing; valuation, $3,500; 17 families and 12 children; school house, fair; without school 2 years. Cause,—could not obtain a teacher for salary offered.

Antigonish.

No. 14—Dunmagless, 3x2 miles; land good; valuation, $4,000; 15 families and 6 children; school house out of repair; without school 5 years. Cause,—not sufficient pupils.

No. 15—Brown's Mountain, 3x2 miles; an elevated range of hills; valuation, $3,000; 9 families and 7 children; school house out of repair; without school 4 years. Cause,—not sufficient pupils.

No. 16—Maple Ridge, 4x2 miles; very elevated range; valuation, $4,000; 16 families and 10 children; school house, old; without school 5 years. Cause,—cannot offer sufficient salary.

No 19—Wiliams' Point, 2x2 miles; land good; valuation, $9,000; 15 families and 5 children; school house, old; without school 6 years. Cause,—children attending town schools.

No. 49—Lower W. River, 3x2 miles; land good; valuation, $9,000; 12 families and 5 children; school house, old; without school 6 years. Cause,—not sufficient pupils.

No. 53—Stewart's Mills, 4x1½ miles; hilly, land fair; valuation, $5,000; 10 families and 8 children; school house, poor; without school 2 years. Cause,—unprogressive in education, many of the children attending school in neighbouring sections.

No. 54—Mayfield, 3x2 miles; quite elevated; valuation, $3,500; 12 families and 8 children; school house, poor; without school 2 years. Cause,—unable to offer sufficient salary.

No. 57—Lower Brierly Brook, 3x2 miles; excellent land; valuation, $12,000; 17 families and 5 children; school house partly decayed; without school 3 years. Cause,—insufficient pupils.

No. 58—Beech Hill, 3x2 miles; average land; valuation, $4,000; 12 families and 7 children; school house, poor; without school 2 years. Cause,—poverty and insufficient pupils.

No. 59—Pinedale, 3x2 miles; land fairly good; valuation, $5,000; 11 families; school house, old; without school 6 years. Cause,—no pupils.

No. 64—Big Marsh, 3x2 miles; land fairly good; valuation, $10,000; 18 families and 10 children; school house, old; without school 2 years. Cause,—lacking in educational spirit.

No. 69—Tracadie, "Colored," 3x3 miles; poor dry land; valuation, $3,500; 20 families and 25 children; school house, fair; without school 1 year. Cause,—unable to obtain a teacher for salary offered.

No. 71—Middleton, 3x2 miles; elevated but good land; valuation, $7,000; 12 families and 5 children; school house very poor; without school 3 years. Cause,—insufficient pupils.

No. 7—Alder River, 4x3 miles; indifferent soil; valuation, $3,500; 12 families and 8 children; school house, poor; without school 3 years. Cause,—poverty, insufficient funds.

No. 33—S. Merland, 4x1 mile; elevated and rocky; valuation, $3,000; 10 families and 6 children; school house, poor; without school 11 years. Cause,—cannot offer sufficient salary.

No. 55—Yankee Cove, 3x1 mile; rocky fishing coast; valuation, $1,000; 7 families and 8 children; school house, poor; without school 3 years. Cause,—cannot offer sufficient salary.

No. 62—Larry's River, W., 2x1 mile; rocky, fishing village; valuation, $12,000; 50 families and 45 children; school house good; without school 1 year. Cause,—failed to obtain a teacher.

No. 63—Larry's River, E., 3x1 mile; rocky, fishing village; valuation, $10,000; 40 families and 35 children; school house good; without school 1 year. Cause,—failed to obtain a teacher.

No. 64—Gammond's Point, 3x1 mile; farming and fishing; valuation, $10,000; 20 families and 15 children; school house, fair; without school 1 year. Cause,—could not obtain a teacher for salary offered.

St. Marys.

No. 4—Smithfield, 5x2 miles; fair land; valuation, $4,000; 19 families and 15 children; school house, fair; without school 1 year. Cause,—failed to obtain a teacher.

No. 7—Cameron's Settlement, 4x2 miles; fair land; valuation, $5,000; 17 families and 10 children; school house, fair; without school 1 year. Cause,—failed to obtain a teacher.

No. 12—Greenfield, 3x2 miles; fair land; valuation, $5,000; 15 families and 1 child; school house, fair; without school 10 years. Cause,—not sufficient pupils.

No. 29—West Liscomb, 4x2 miles; fishing community; valuation, $4,000; 19 families and 15 children; school house, fair; without school 3 years. Cause,—poverty and indifference.

No. 31—Hollin's Harbor, 5x2 miles; principally fishing; valuation, $3,500; 17 families and 12 children; school house, fair; without school 2 years. Cause,—could not obtain a teacher for salary offered.

Antigonish.

No. 14—Dunmagless, 3x2 miles; land good; valuation, $4,000; 15 families and 6 children; school house out of repair; without school 5 years. Cause,—not sufficient pupils.

No. 15—Brown's Mountain, 3x2 miles; an elevated range of hills; valuation, $3,000; 9 families and 7 children; school house out of repair; without school 4 years. Cause,—not sufficient pupils.

No. 16—Maple Ridge, 4x2 miles; very elevated range; valuation, $4,000; 16 families and 10 children; school house, old; without school 5 years. Cause,—cannot offer sufficient salary.

No 19—Wiliams' Point, 2x2 miles; land good; valuation, $9,000; 15 families and 5 children; school house, old; without school 6 years. Cause,—children attending town schools.

No. 49—Lower W. River, 3x2 miles; land good; valuation, $9,000; 12 families and 5 children; school house, old; without school 6 years. Cause,—not sufficient pupils.

No. 53—Stewart's Mills, 4x1½ miles; hilly, land fair; valuation, $5,000; 10 families and 8 children; school house, poor; without school 2 years. Cause,—unprogressive in education, many of the children attending school in neighbouring sections.

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No. 58—Beech Hill, 3x2 miles; average land; valuation, $4,000; 12 families and 7 children; school house, poor; without school 2 years. Cause,—poverty and insufficient pupils.

No. 59—Pinedale, 3x2 miles; land fairly good; valuation, $5,000; 11 families; school house, old; without school 6 years. Cause,—no pupils.

No. 64—Big Marsh, 3x2 miles; land fairly good; valuation, $10,000; 18 families and 10 children; school house, old; without school 2 years. Cause,—lacking in educational spirit.

No. 69—Tracadie, "Colored," 3x3 miles; poor dry land; valuation, $3,500; 20 families and 25 children; school house, fair; without school 1 year. Cause,—unable to obtain a teacher for salary offered.

No. 71—Middleton, 3x2 miles; elevated but good land; valuation, $7,000; 12 families and 5 children; school house very poor; without school 3 years. Cause,—insufficient pupils.

No. 7—Alder River, 4x3 miles; indifferent soil; valuation, $3,500; 12 families and 8 children; school house, poor; without school 3 years. Cause,—poverty, insufficient funds.

No. 33—S. Merland, 4x1 mile; elevated and rocky; valuation, $3,000; 10 families and 6 children; school house, poor; without school 11 years. Cause,—cannot offer sufficient salary.

No. 55—Yankee Cove, 3x1 mile; rocky fishing coast; valuation, $1,000; 7 families and 8 children; school house, poor; without school 3 years. Cause,—cannot offer sufficient salary.

No. 62—Larry's River, W., 2x1 mile; rocky, fishing village; valuation, $12,000; 50 families and 45 children; school house good; without school 1 year. Cause,—failed to obtain a teacher.

No. 63—Larry's River, E., 3x1 mile; rocky, fishing village; valuation, $10,000; 40 families and 35 children; school house good; without school 1 year. Cause,—failed to obtain a teacher.

No. 64—Gammond's Point, 3x1 mile; farming and fishing; valuation, $10,000; 20 families and 15 children; school house, fair; without school 1 year. Cause,—could not obtain a teacher for salary offered.

St. Marys.

No. 4—Smithfield, 5x2 miles; fair land; valuation, $4,000; 19 families and 15 children; school house, fair; without school 1 year. Cause,—failed to obtain a teacher.

No. 7—Cameron's Settlement, 4x2 miles; fair land; valuation, $5,000; 17 families and 10 children; school house, fair; without school 1 year. Cause,—failed to obtain a teacher.

No. 12—Greenfield, 3x2 miles; fair land; valuation, $5,000; 15 families and 1 child; school house, fair; without school 10 years. Cause,—not sufficient pupils.

No. 29—West Liscomb, 4x2 miles; fishing community; valuation, $4,000; 19 families and 15 children; school house, fair; without school 3 years. Cause,—poverty and indifference.

No. 31—Hollin's Harbor, 5x2 miles; principally fishing; valuation, $3,500; 17 families and 12 children; school house, fair; without school 2 years. Cause,—could not obtain a teacher for salary offered.

Antigonish.

No. 14—Dummagless, 3x2 miles; land good; valuation, $4,000; 15 families and 6 children; school house out of repair; without school 5 years. Cause,—not sufficient pupils.

No. 15—Brown's Mountain, 3x2 miles; an elevated range of hills; valuation, $3,000; 9 families and 7 children; school house out of repair; without school 4 years. Cause,—not sufficient pupils.

No. 16—Maple Ridge, 4x2 miles; very elevated range; valuation, $4,000; 16 families and 10 children; school house, old; without school 5 years. Cause,—cannot offer sufficient salary.

No 19—Wiliams' Point, 2x2 miles; land good; valuation, $9,000; 15 families and 5 children; school house, old; without school 6 years. Cause,—children attending town schools.

No. 49—Lower W. River, 3x2 miles; land good; valuation, $9,000; 12 families and 5 children; school house, old; without school 6 years. Cause,—not sufficient pupils.

No. 53—Stewart's Mills, 4x1½ miles; hilly, land fair; valuation, $5,000; 10 families and 8 children; school house, poor; without school 2 years. Cause,—unprogressive in education, many of the children attending school in neighbouring sections.

No. 54—Mayfield, 3x2 miles; quite elevated; valuation, $3,500; 12 families and 8 children; school house, poor; without school 2 years. Cause,—unable to offer sufficient salary.

No. 57—Lower Brierly Brook, 3x2 miles; excellent land; valuation, $12,000; 17 families and 5 children; school house partly decayed; without school 3 years. Cause,—insufficient pupils.

No. 58—Beech Hill, 3x2 miles; average land; valuation, $4,000; 12 families and 7 children; school house, poor; without school 2 years. Cause,—poverty and insufficient pupils.

No. 59—Pinedale, 3x2 miles; land fairly good; valuation, $5,000; 11 families; school house, old; without school 6 years. Cause,—no pupils.

No. 64—Big Marsh, 3x2 miles; land fairly good; valuation, $10,000; 18 families and 10 children; school house, old; without school 2 years. Cause,—lacking in educational spirit.

No. 69—Tracadie, "Colored," 3x3 miles; poor dry land; valuation, $3,500; 20 families and 25 children; school house, fair; without school 1 year. Cause,—unable to obtain a teacher for salary offered.

No. 71—Middleton, 3x2 miles; elevated but good land; valuation, $7,000; 12 families and 5 children; school house very poor; without school 3 years. Cause,—insufficient pupils.

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PART I.

GENERAL REPORT, 1906.

ANNUAL REPORT

ON THE

PUBLIC SCHOOLS OF NOVA SCOTIA.

1905-1906.

To His Honor, The Honorable Duncan Cameron Fraser,
Lieutenant-Governor of Nova Scotia.

May it Please Your Honor,—

I beg, in accordance with the law, to submit my Annual Report on the Public Schools of the Province, for the School Year ended 31st July, 1906.

For much detail otherwise necessary in an annual report, I submit as supplementary, the April and October issues of the *Journal of Education,* sent free according to law to every board of public school trustees in the province. They contain, among other information, the names of the teachers employed in the schools, the amount of the provincial aid paid each, the amount of the municipal fund paid each section, the names and classes of the teachers licensed and of the graduates of the Normal School, the names and standing of those who obtained "pass" certificates of the four provincial High School grades, the provincial Examination Question papers, the courses of study for various kinds of schools, and the latest amendments of the school law.

Before dealing with the details in order, it may prove convenient to summarize the more significant features of the school year.

The sections without school, which the year before last number 240, were reduced the following year to 165. This year the number is 187, 53 better than the former, although 22 worse than the latter record. The chief causes are economic—the migration of the population from the poorer rural settlements to the industrial centres, which in some cases leaves school sections without children of school age, as can be seen in the special report on each vacant section published in the Appendix; the small wage offered to teachers as compared with the good wages for unskilled labor in the neighboring industrial centres, particularly in the Cape Breton counties; and the special drain on our trained teachers by the western provinces.

Notwithstanding all these difficulties, however, Nova Scotia appears to be better off than any other country in the world, according to the

statistics of elementary education published in the Report of the Commissioner of Education of the U. S. A., vol. 2, 1903, pages 2472-3. In the seventy-four countries there represented, including the leading provinces of Canada, Nova Scotia has the largest percentage of population attending the elementary schools—the first eight years of school work.

In the secondary or high school grades not referred to in this table, the percentage is even more markedly in favor of Nova Scotia.

The number of schools increased during the year from 2429 to 2446—seventeen more than ever before.

The increase in the total number of pupils enrolled was only 80; but although the school year was a week shorter than formerly, owing to the increased Summer vacation, the "total days attendance" was greater than that of the previous year by 319,839.

The total enrolment of pupils was 100,332, the "annual" average attendance 58.9 per cent—2.6 better than the previous year; and the "quarterly" average percentage of attendance was 68.8 per cent—2 better than the previous year.

The drift from the country to the towns is indicated by the fact that the teachers in the rural or ungraded schools diminished from 1566 to 1558, while the graded schools in the populous centres increased from 1000 to 1020. The rural pupils decreased from 49,956 to 48,833; while the pupils in graded schools increased from 50,296 to 51,499.

There were 273 schools with less than 20 pupils, having an average attendance of only 9. There were 697 schools with from 20 to 39 pupils enrolled; 450 with an enrolment of 40 or more; while in 202 school sections there were 1020 schools or graded departments with an average enrolment in each of about 55.

During the year the male teachers decreased from 386 to 366; while the female teachers increased from 2180 to 2212.

There was more or less of an increase in the salaries of all classes of teachers, except that of the Third Class male. This looks as if the rural school trustees are not as a rule anxious to employ this class of young men. Their average salary from the section fell from $150.24 to $144.82; while that of the Third Class lady teachers rose from $122.93 to $131.19.

Our school trustees and ratepayers as a whole, however, are doing well. They increased their expenditure on school buildings and repairs from over $68,000 the previous year to over $91,000 this year; and for

all school purposes the vote of local funds increased from over $576,000 to over $655,000.

The total expenditure on education, provincial, municipal and sectional, has this year passed the $1,000,000 mark.

The high school grades still continue to increasingly attract pupils beyond those of any other country. While the total enrolment of pupils of all grades have for several years been nearly stationary, the number in the high school grades has nearly doubled during the last fifteen years. During the year this increase still continues in excess of the increase of the total school population—the 7286 of last year rising to 7639; while those voluntarily coming up to the Provincial Examination increased from 3864 to 4148, and those "passing" for the grades applied for, increased from 2034 to 2196.

Year.	Candidates Examined.	Candidates "Passed."
1893	1506	598
1906	4148	2196

The old school Readers which had been in use since 1877, thirty years ago, were everywhere given up during the year, in favor of the new; and notwithstanding individual criticism, they are acknowledged generally to be an improvement in most respects over any previous texts. Readers for the lower classes of the French schools are now in course of preparation.

The new laws authorizing Provincial Annuities, and promising increased Provincial Aid to teachers, together with the disposition on the part of progressive school boards to advance salaries in proportion to the general rise of wages, should make the profession more attractive in Nova Scotia in the future. Eight hundred and sixteen new teacher's licenses were issued during the year, as against 756 the previous year. Many of these mean promotions from a lower to a higher class. There were only 444 new teachers employed, however; which means that over 400 left the teaching profession for other provinces or other employments.

STATISTICAL ABSTRACT.

1.—Sections.

	1905.	1906.	Increase.	Decrease
School Sections in Province	1836	1828	...	8
Sections without Schools	165	187	22	...

2.—Schools.

Schools in operation	2429	2446	17	...
" session under 50 days	12	10	...	2
" " 50 and under 100 days	43	33	...	10
" " 100 " 150 days	120	115	...	5
" " 150 " 200 days	379	387	8	...
" " 200 " full year	1273	1142	...	131
" " full year	602	759	157	...
Average days in session	197.7	197.4	...	.3

3.—Teachers.

	1905.	1906.	Increase.	Decrease
Number of Teachers	2566	2578	12	...
" " Normal trained	1068	1032	...	36
Class A Male Teachers	64	58	...	6
" A Female "	22	24	2	...
" B Male "	98	99	1	...
" B Female "	420	419	...	1
" C Male "	121	127	6	...
" C Female "	851	943	92	...
" D Male "	103	82	...	21
" D Female "	887	826	...	61
Total Male "	386	366	...	20
" Female "	2180	2212	32	...
New Teachers	441	444	3	...
Teachers, service 1 year or under	618	660	42	...
" " 1 to 2 years	273	351	78	...
" " 2 to 3 "	283	248	...	35
" " 3 to 4 "	248	217	...	31
" " 4 to 5 "	200	173	...	27
" " 5 to 7 "	266	265	...	1
" " 7 to 10 "	220	212	...	8
" " 10 to 15 "	197	184	...	13
" " 15 to 20 "	109	112	3	...
" " 20 to 30 "	117	118	1	...
" " 30 years and over	35	38	3	...

4.—Attendance.

Pupils on Register, 1st q'ter	84,039	83,877	.....	162
" " 2nd "	91,228	91,541	313	...
" " 3rd "	94,015	95,161	1,146	...
" " 4th "	99,798	100,205	407	...
Av'ge daily attend'ce, 1st q'ter	59,839	60,352	513	...
" " 2nd "	56,645	59,261	2,616	...
" " 3rd "	50,177	56,563	6,386	...
" " 4th "	57,258	58,464	1,206	...
Total days attendance for year	11,679,319	11,999,158	319,839	...
" " in school year	216	211		5
Percentage of annual enrolment	56.3	58.9	2.6	
Av'ge of quarterly percentages	66.8	68.8	2.	

Classification of Pupils.

Grade I (and Kindergarten)	21,056	23,401	2,345	...
" II	13,891	12,567	....	1,324
" III	12,862	12,794	....	68
" IV	12,830	12,636	....	194
" V	10,606	10,537	....	69
" VI	8,411	8,007	....	404
" VII	7,465	7,116	....	349
" VIII	5,845	5,635	....	210
Total in Common School Grades	92,966	92,693	.....	273

	1905.	1906.	Increase.	Decrease
Grade IX	4,387	4,480	93	...
" X	1,859	2,071	212	...
" XI	925	978	53	...
" XII	115	110	....	5
Total in High School Grades...	7,286	7,639	353	...
Total in Public Schools.....	100,252	100,332	80	...
Wrote at High School Exam...	3,864	4,148	284	...
Passed in Grades written for...	2,034	2,196	162	...
Full Academic High School Pupils	1,693	1,775	82	...
Full Non-Academic High School Pupils	4,358	4,692	334	...
Partial	1,235	1,172	....	63

6.—SECTION STATISTICS.

Property in Section.....	$95,540,091	$99,776,085	$4,235,994	...
School property in Section	1,971,978	2,048,739	76,761	...
Vote at Annual Meeting..	576,560	655,705	79,145	...
Buildings and repairs ...	68,253	91,617	23,364	...
Vols. in School libraries..	28,029	31,390	3,361	...
Maps, charts, globes, etc..	9,194	9,009	.....	185

7.—TOTAL EXPENDITURE.

Total Provincial Aid.....	$271,656.79	2270,925.56	.....	$731.23
" Municipal Funds...	146,430.52	147,088.84	$ 658.32	...
" Sec. Assessment....	576,560.32	655,705.50	79,145.18	...
Exp'ture Public Education	994,647.63	1,073,719.90	79,072.27	...

8.—ENROLMENT AND AVERAGE ATTENDANCE OF PUPILS.

Total annual enrolment ..	100,252	100,332	80	...
Daily present on an a'vge	56,342	59,165	2,823	...

9.—MISCELLANEOUS.

Teachers' licenses issued..	756	816	60	...
M. P. Q. certificates	569	565		4
Mechanic Science pupils ..	2,154	2,029		125
Domestic Science pupils..	1,756	1,677		79
School libraries	208	234	26	...
Value of libraries	$28,748	$26,821		$1,927
School gardens	103	73		30
In Military Cadet Corps ..	258	146		112
Teachers in Graded Sch'ls	1,000	1,020	20	...
Pupils in Graded Schools.	50,296	51,499	1,203	...
T'chrs in Ungraded Sch'ls	1,566	1,558		8
Pupils in Ungraded Sch'ls	49,956	48,833		1,123

HISTORICAL AND COMPARATIVE STATISTICS.

The historical and comparative statistics given in the following tabulations are of general interest, and explain themselves without the aid of comment:

CONSPECTUS OF PUBLIC SCHOOL STATISTICS.

(A) Before the Free School System.

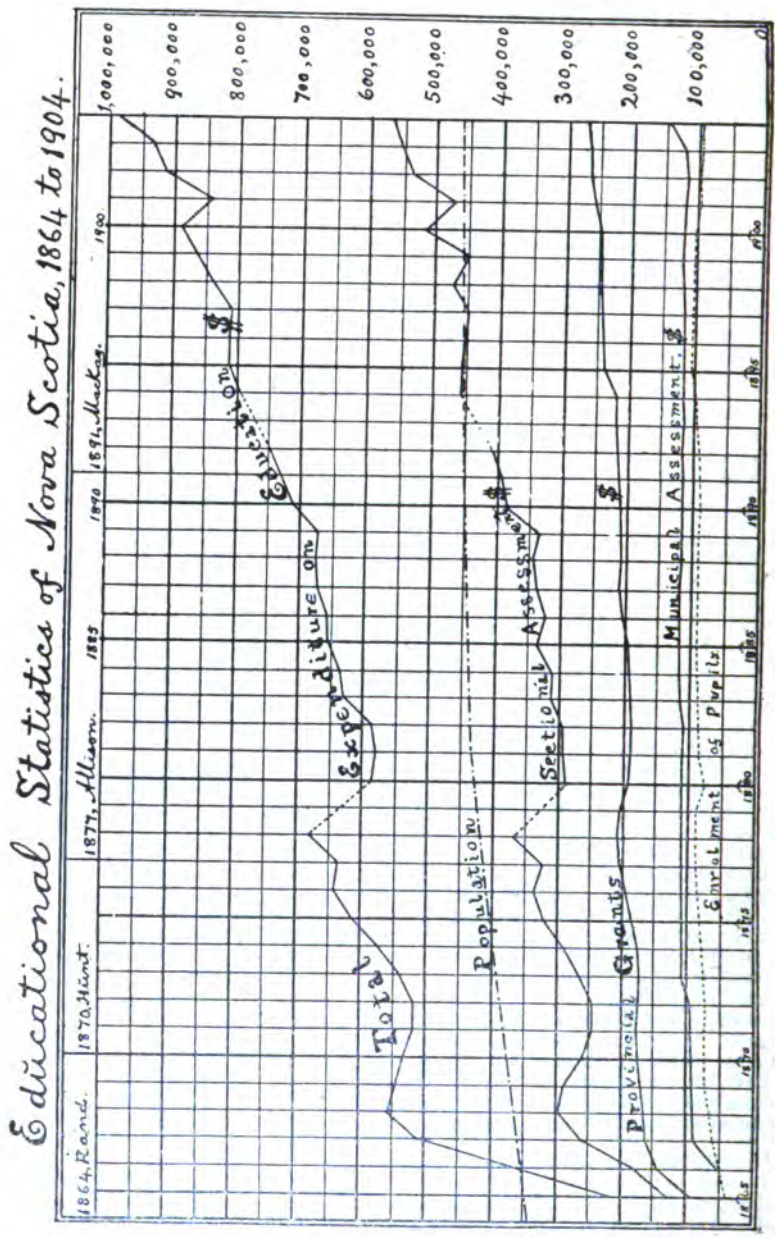
Year	Average No. of Teachers, Winter and Summer.	Average No of Pupils enrolled, Winter and Summer.	Local Funds, $4 = 1£.	Provincial Grants, $4 = 1£.	Total Cost of Schools.	Annual Cost per Pupil "enrolled."	Remarks.
1820	.....	.....	.....	.....	$ 34,720	.. ..	Common Schools only.
4	217	5,514	.....	.....	.....	.....	
8	.....	6,639	.....	.....	.....	.....	
9	.....	12,000	.....	.....	.....	.....	
1831	375	12,941	$ 48,792	.....	.....	.....	
2	423	11,771	31,367	$ 7,338	38,705	$3 29	
3	457	13,161	57,602	16,628	74,230	5 64	
4	444	12,573	37,468	17,865	55,333	4 40	
5	530	15,292	49,813	27,323	77,136	5 04	
6	550	16,000	60,000	28,000	78,000	4 88	
1841	648	20,910	.....	.....	.....	....	
2	854	29,382	83,973	36,112	120,095	4 09	Common and High Schools.
3	939	29,723	92,272	34,396	126,668	4 26	
4	935	30,979	88,190	36,255	124,445	4 02	
6	1001	33,960	79,828	37,712	117,540	3 46	
7	1041	34,729	93,172	43,394	136,566	3 93	
1850	896	25,328	100,556	42,368	142,924	5 64	J. W. Dawson.
1	878	20,579	93,611	42,675	136,286	4 61	"
2	967	32,762	107,107	47,982	155,389	4 74	"
...	.....	.....	.....	.....	.....	.....	
4	907	31,010	103,608	46,642	150,250	4 85	M. & R.
...	.....	.....	.....	.....	.....	.....	
6	.....	31,307	104,047	42,355	146,402	4 68	A. Forrester.
7	1002	4,356	128,222	53,519	181,741	5 29	"
8	1127	33,742	129,672	53,319	182,991	5 42	"
9	1061	35,581	135,041	46,891	181,932	5 11	"
1860	1059	35,293	121,873	45,742	167,615	4 75	"
1	1043	33,652	129,775	46,833	176,608	5 25	"
2	1092	36,087	129,999	47,888	177,887	4 93	"
3	1072	37,483	130,664	45,472	176,136	4 70	"
4	1112	35,405	115,226	47,930	163,156	4 61	T. H. Rand.

(B). Under the Free School System.

Years.	Av. No. Teachers, W. and S. Terms*	Average enrolment of Winter and Summer Terms.*	Daily present on an average.	Av. % of enrolments in Daily Attendance.	School Section Assessments.	Municipal Assessment.	Provincial Grants.	Total cost of Public Education	Annual cost per Pupil in Daily Attendance.	Remarks.	
1865											
6		39,461	23,572	60.0	$124 673	... ...	$ 93 263	$217,936	$ 9 25	Rand.	
7		50,574	29,239	57.8	176,252	$ 55,462	136 821	368.535	12 60		
8		65,896	36,943	56.1	262,913	91,477	162,000	516,390	13 98		
9		68,612	39,781	58.2	298,659	91,958	164,750	555 367	13 98		
1870	5	74,130	43,078	58.1	286,754	91,760	167.387	545,901	12 67		
	1569	75,279	42,177	56.0	266,160	91,762	174,602	532 524	12 62	Hunt.	
1	1620	75.995	43,612	57.4	247,209	91,762	176,174	515,145	11 81		
2	1592	73,638	40,806	55.4	245,759	95,461	171,395	512,615	12 56		
3	1624	74,297	41,392	55.3	265,274	105.029	165,562	535,865	12 94		
4	1658	76,277	44,143	55 0	287,349	107,301	175.013	569,663	12 90		
5	1775	79,123	44,229	55.3	320,130	107,396	185,565	613,091	13 86		
6	1810	79,813	45,373	56.3	338,838	106,781	194,605	640,224	14 11		
7	1888	82,364	46,690	56.8	324,550	106,833	204 266	635,649	13 61	Allison.	Semi-Annual Terms.
8	1954	82,846	48 951	59.0	368,282	106,929	208,115	683,317	13 96		
9	1985	82,998	45,857	55.4	.. . . .	107,181	205,575	.. . .	....		
1880	1809	76,393	42,580	55.7	281,561	107,181	196,217	584,959	13 74		
1	1881	78,828	43,461	55.1	286,086	106,695	185,519	578,300	13 36		
2	1932	79 042	43,746	55.3	290,564	106,949	184,627	582,140	13 31		
3	1961	80,477	45,650	56.7	316,477	120,340	186,088	622 905	13 65		
4	2014	82,153	47,280	57.5	314,172	120,345	191,124	625,641	13 23		
5	2054	84,025	48,398	57.8	334,044	120,328	199 188	653 560	13 50		
6	2111	85 714	51,142	59.6	321,954	120,377	209,834	652,165	12 75		
7	2143	85,474	50,055	58 5	337,216	119.047	216,085	672,348	13 43		
8	2153	84,534	48,707	57.6	346,314	118,485	211,196	675,995	13 88		
9	2182	84,429	50,038	59.2	341 716	118,281	212,922	672,919	13 45		
1890	2214	85,482	49.620	58.0	377.529	118,349	213,434	709,312	14 29		
1	2229	83,548	49,347	59.0	393,077	118,301	213,906	725.284	14 69	MacKay.	
2	2268	85,077	50,975	59.8	410,017	120,127	216,430	746,574	14 65		
3	2319	94,899	50,103	52.8	413,448	89,623	166 040	669,111	13 35	(¾ year*).	Annual Term.
4	2351	98,710	51,152	51.8	454,200	120,507	220,436	795,143	15 54		
5	2399	100,555	54,006	53.7	453,144	119,900	238,760	811,804	15 03		
6	2438	101,032	54,015	53.4	450,972	120,018	242,345	813,335	15 05		
7	2485	100,847	54,922	54.4	448,263	119,602	242,811	810,676	14 76		
8	2510	101,203	57,771	57.0	473,104	119,869	245 837	838,810	14 52		
9	2494	100,617	55,919	55 5	447,906	120,082	246,462	814,450	14 56		
1900	2557	100,129	56,224	56 1	519,620	119.923	248,309	887,852	15 79		
1	2492	98,410	53,643	54.5	470,108	119 876	254,778	844,762	15 75		
2	2492	99,059	55,438	55.9	538,851	117,376	257,616	913,843	16 48		
3	2494	98,768	55 213	55.9	552,350	121,016	263,092	936,458	16 94		
4	2441	96,886	54,000	55 8	569,745	146.382	268,904	985.031	18 24		
5	2566	100,252	56.342	56.3	576,560	145,627	271,657	993,844	17 64		
6	2578	100 332	59,165	58 9	655,705	147,088	270,925	1073,720	18 15		

*In 1893 the transition was made from the school year of *two* terms ending on the 31st October to the school year of *one* term ending on the 31st July. This school year, therefore, consisted of the nine calendar months from the first of November to the 31st of July, 1893 From this date the *second* column of the table above gives the "No. of Teachers during the year," and the *third* column gives the "Annual Enrolment."

Curves of the more important of these statistics are shown on the next page.


Educational Statistics of Nova Scotia, 1864 to 1904.
1864, Rand.
1870, Hunt.
1877, Allison.
1883
1890
1891, Mackay.
1900
1,000,000
900,000
800,000
700,000
600,000
500,000
400,000
300,000
200,000
100,000
0
Total Expenditure on Education $
Population
Sectional Assessment $
Provincial Grants $
Municipal Assessment $
Enrolment of Pupils
1865
1870
1875
1880
1885
1890
1895
1900

SCHOOL EXPENDITURE PER CAPITA OF "AVERAGE ATTENDANCE" IN THE UNITED STATES OF AMERICA, NOVA SCOTIA AND ONTARIO FOR THE SCHOOL YEARS ENDED AS FOLLOWS:

YEAR.	The United States.	North Atlantic States.	South Atlantic States.	South Central States.	North Central States.	Western States.	Nova Scotia.	Ontario.
1871..	$15 20	$18 31	$10 27	$ 9 06	$14 87	$21 87	$11 81	.. ..
1872..	15 93	18 86	10 46	9 08	16 36	23 57	12 56	$11 55
1873..	16 06	19 89	9 25	8 39	16 53	25 04	12 94	... ..
1874.	15 85	19 89	9 01	7 55	16 57	24 36	12 90	.....
1875..	15 91	20 17	9 98	7 51	16 60	26 85	13 86	.. ..
1876..	15 70	19 14	8 65	6 70	16 91	26 35	14 11	.....
1877..	14 64	17 89	7 68	6 25	15 93	24 69	13 61	14 23
1878..	13 67	16 55	7 21	5 98	15 08	25 82	13 96	.....
1879..	12 97	16 05	6 76	5 65	14 22	23 39	.....	.....
1880..	12 71	15 64	6 60	5 40	14 39	22 59	13 74	.....
1881..	13 61	17 14	7 22	5 72	15 19	23 81	13 36	.. ..
1882..	14 05	17 35	7 63	6 25	15 79	24 32	13 31	14 27
1883..	14 55	18 17	7 46	6 17	16 69	25 39	13 65	....
1884..	14 63	18 37	7 44	6 26	16 90	24 69	13 23	.....
1885..	15 12	19 19	7 32	6 74	17 53	26 31	13 50	.....
1886.	15 06	19 11	7 33	6 93	17 45	25 52	12 75	.....
1887..	15 07	19 38	7 33	6 88	17 45	24 85	13 43	15 18
1888..	15 71	20 60	7 61	6 60	18 29	27 38	13 88	.....
1889..	16 55	21 64	7 77	7 12	19 30	29 37	13 45	.....
1890..	17 23	23 58	7 78	7 28	19 70	30 57	14 29	.....
1891..	17 54	23 66	8 52	7 78	19 42	33 42	14 69	.....
1892..	18 20	24 89	8 74	7 82	20 13	33 55	14 65	16 15
1893..	18 58	25 91	8 6	7 72	20 62	33 57	*13 35	.....
1894..	18 62	26 21	8 61	7 58	21 29	29 06	15 54	.....
1895..	18 41	26 84	8 58	7 69	20 26	27 32	15 03	.....
1896..	18 76	28 45	8 87	7 60	20 09	27 16	15 05	.....
1897..	18 67	28 77	9 32	7 09	19 75	25 86	14 76	15 59
1898..	18 76	29 34	8 97	7 09	19 47	28 29	14 52	.....
1899..	18 99	29 11	9 79	6 92	20 32	26 52	14 56	16 28
1900..	20 28	31 82	9 69	7 37	21 12	30 98	15 79	17 40
1901..	21 14	33 52	9 61	7 54	22 26	31 46	15 75	.....
1902.	21 38	33 28	9 79	8 00	22 84	31 59	16 48	.....
1903..	22 75	35 19	10 17	8 92	23 98	32 85	17 64	19 61
1904..	24 14	36 75	10 57	9 58	25 70	35 66	18 24	21 23

*Three-fourths of a year.

EXPENDITURE "PER PUPIL IN AVERAGE ATTENDANCE" IN EACH STATE OF U. S. A. AND IN NOVA SCOTIA, FOR THE YEAR 1904—ARRANGED IN ORDER OF AMOUNTS:

Nevada	$49 69	Oregon	$24 88
New York	45 40	Vermont	24 09
California	42 31	Michigan	23 60
Massachusetts	41 95	Indiana	22 50
Colorado	41 89	Missouri	21 26
Dist. of Columbia	40 11	Maryland	21 18
North Dakota	39 63	Maine	21 17
Montana	39 28	Kansas	20 98
New Jersey	36 90	**Nova Scotia**	**18 24**
Washington	36 59	Delaware	17 93
Rhode Island	34 92	West Virginia	16 00
Arizona	33 69	Oklahoma	14 54
Connecticut	30 78	Texas	13 42
South Dakota	30 58	New Mexico	11 94
Minnesota	29 63	Florida	11 31
Utah	29 50	Louisiana	9 96
Pennsylvania	28 96	Virginia	9 51
Iowa	28 68	Kentucky	8 59
New Hampshire	28 29	Arkansas	8 16
Indian Territory	27 92	Mississippi	8 01
Illinois	27 81	Tennessee	7 55
Wisconsin	27 35	Georgia	7 22
Nebraska	26 41	North Carolina	6 52
Wyoming	26 27	South Carolina	5 57
Ohio	25 55	Alabama	5 22
Idaho	25 16		

SCHOOL SECTIONS.

Following the order of the statistical tables which begin on page 3, it may first be noted that the school sections have been reduced from 1836 to 1828 by the consolidations of two or more sections. It is gratifying to observe, therefore, that although the good record of the previous year in the reduction of the number of vacant school sections could not be maintained, there have been 17 more schools in operation than ever before, and the average time they were in session the best on record, although the vacation period was increased by a week. One thousand nine hundred and one schools were open over 200 days, and of these, 759 were open the full 211 days.

The regular school section recommended is an area contained within a circumference of two mile radius around the schoolhouse. This contains approximately 8,000 acres. In poor districts a radius of two and one-half miles is preferable; for this implies that the most distant pupil is not likely to be required to walk more than two miles and a quarter—a distance deemed tolerable in Europe, South Africa and Australia, as well as in America.

The 8,000 acre section, however, seldom requires even a two mile walk to school; and is, therefore, taken as the smallest area desirable in rural districts, where sufficient property to support school without making a high rate is desirable. There is area enough in the whole province for only 1715 of such sections. But as little over one-half of the area of Nova Scotia is occupied, it follows that even 1826 school sections are about twice too many. But making due allowance for narrow settlements along roads, rivers or inlets, separated from similar ones by geographical obstacles, the average school sections are too numerous and, therefore, too small.

The Cape Breton counties are among the more extreme, thus making it very expensive to the rural ratepayer in many places to raise sufficient funds by local assessment for a teacher or the equipment of a school. The following table expresses the areas of the unoccupied and the occupied portions of these four counties, in terms of the regular or "normal" school section:—

County.	Normal Sections Unoccupied Land.	Normal Sections Occupied Land.	Actual No of School Sections.	Closed Schools 1905-6.
Inverness	60	53	146	30
Victoria	62	27	62	12
Cape Breton ..	43	35	116	38
Richmond ...	19	20	69	6
	184	135	393	86

As the island is now developing several extensive industrial communities, these counties, together with the two neighboring ones on the mainland, are specially affected by the "good times." Young people without scholarship see before them the opportunity of earning more money than they could obtain as a teacher; and those who have some scholarship have still better positions at hand without the expense of more study. There is, therefore, a very diminished supply of local teachers, and even the more advanced pupils of the rural schools leave home for the employments calling so loudly for them. These six counties account for 119 out of the 187 vacant school sections. It must also be remembered that quite a number of these have few children of school age, and others are so near adjacent schools, that the children attend them.

It has been suggested that the teacher's standard of scholarship is too high, that sufficient numbers are not able to pass the examinations, and that this may explain why trustees cannot obtain teachers. But never before in the history of the province have so many been coming up to examination or so many successful in passing. The aid given by the general laws of the province enabled 273 schools, with an average attendance of only 9 pupils, to be kept open. One of these, in a western county, was in session during the year with only two pupils. This shows what can be done when ratepayers, or the trustees elected by them, wish to keep school open, and look for a teacher in good time—before other engagements for the school year are made.

Last year power was given the District School Commissioners, with their secretary, the Inspector, to open school in any dormant section, collect the necessary sectional funds through the municipal authorities, and appoint a teacher. But this involves so much responsibility and trouble, without compensation or even thanks, that hitherto this law has been more honored in the breach than the observance.

It should be known, however, that if the ratepayers, or trustees of any school section in Nova Scotia, desire to maintain a school, and move at the proper time, they can obtain a teacher under present conditions, unfavorable as they are in some localities. And never in the history of the province has there been even an approach to the large attendance at school during the year—59,165 being daily present on an average. The nearest approach was in 1898, when it was only 57,771.

We must also remember that closed schools in some sections are always with us, and that we have not suffered so much from this cause as some other provinces of the Dominion, or of the United States, during the present continental tide of rural migration to the industrial centres.

The closed school has always been an irregularly fluctuating distemper of school systems; and to illustrate its vagaries, I select the year

1880, when Inverness was the only county in the province without a closed school, and Cape Breton had only 7 closed schools. Although there were then only 1807 school sections in the province, 469 were closed in Winter and 330 in Summer; while 176 were closed both Winter and Summer. That year, Lunenburg county attained the bad preeminence of having 25 schools closed the whole year, and Cumberland followed as a close second with 19. With fewer total school sections, there were more closed schools than in 1905; and proportionately more than in 1906 also.

But now it is the East which is depressed, although it was all the time under the same educational laws as those which allowed improvement in the western counties. What is the cause, or the causes?

Here are some of them. (1) The excessive granting of permissive licenses in eastern counties, until the scholarship of many rural schools fell unusually low. (2) The consequent discouragement of students in the better schools to compete for licenses, when they saw so many of the rural schools given to those who never took the troublt to qualify regularly for teaching. (3) The extreme subdivision of school sections. (4) Then came the industrial good times at the Sydneys and mining centres, which stampeded teachers, possible teachers, pupils and even families from the rural sections; and (5), to all this was added a great demand for our trained teachers in the western provinces, and a rise in living expenses, while teachers' salaries were offered on the old scale. That we passed through this crisis in 1904, so very much better than other eastern provinces and states of North America, is creditable to our inspectorial staff and our public-spirited men and press, who never allowed the province as a whole to fall back in this respect much below the normal for the last quarter of a century.

This should give us hope, that very shortly the eastern counties can also be brought above even their old standard, which the majority of the other counties have already improved, although they are suffering from the continental unfavorable conditions referred to. If the press, our statesmen, and our inspectors combined cannot awaken these dormant sections to avail themselves of the provisions of the laws at present in existence, additional legislation may be tried. (1) The municipalities might stimulate dormant sections to action by increasing the municipal fund from thirty-five cents per head to the limit of sixty cents authorized by Chapter 8 of the Statutes of 1903-4. The municipal fund would then make it possible in some places with a large attendance of pupils to support school with little or no local assessment; while it would stimulate other sections to make an effort to open school, because they would have to pay the school tax under any circumstances. (2) Should provision for maintaining school not be made at the annual meeting in June, it might be provided, that a committee of the District School Commis-

sioners, with the Inspector, should immediately appoint a provisional school board of three trustees for the year, and fix the amount to be assessed on the section for the support of the school, which would be collected by the municipal collectors for the provisional school board. The public conscience appears to be no longer disposed to allow a majority of ratepayers, with no personal interest in a school, to close it against a minority needing school. A marked improvement is already apparent in more than one respect, one of which is the consolidation of weak small sections. (3) Should a school be closed because no qualified teacher could be obtained until spring, the school might be allowed to continue in session through the summer vacation. This might suit students attending college in winter.

CONSOLIDATION OF RURAL SCHOOLS IN NOVA SCOTIA.

Owing to economic changes, it happens that some sections lose not only the large school population formerly existing, but a considerable portion of its industrial population; so that it is impossible to vote or collect sufficient money to employ a proper teacher. This economic disability can often be overcome by the union of two or more sections, or portions of them.

In all of such cases there are likely to be one or more settlements sometimes containing schoolable children nearly three or four miles distant from the central school. To put these children on a par with those within the two mile limit, it will be necessary to have them conveyed by carriages to the school, or *to* and *from* some point between one and two miles of the school.

To convey a school of from 20 to 30 children, three or four miles, *to* and *from* school, will under present economic conditions be more expensive than supplying the pupils with an elementary teacher in the locality.

But a small subsidy is sufficient to induce a parent or some other party to convey 5, 10 or 15 pupils once a day to a school distant three miles or more, allowing them to return on foot; especially if express, mail or other business for the public can be done at the same time.

To convey children beyond two miles *to* and *from* the school at the section's expense is considered unfair to those who have to walk one or two miles. Hence one district board laid down the rule that pupils beyond two miles should be conveyed merely to and from the two-mile limit, walking forth and back from this limit to the school.

The only serious objection to the consolidation of such weak school sections is the cost of conveyance. But when the schools are small, the cost of conveying a few pupils a few miles is less than the cost of sup-

School Garden, Bible Hill Rural School (Looking towards Truro Town).

plying a teacher; and the joint tax of the several sections enables the school board to employ a good teacher. The following three small financial inducements were, therefore, provided by law:—

PRIZE EQUIPMENT GRANT.

The Legislature of Nova Scotia, inspired mainly by the enthusiasm of Dr. James W. Robertson, stimulates such consolidations by offering from $200 to $250 as a grant towards the equipment of the central school for each full-sized school section absorbed, provided the sum total of such grants in the county does not exceed $2000. This special prize for pioneers, therefore, will be won in each county by the sections absorbing the first ten or twelve adjacent sections.

THE MUNICIPAL FUND GRANT.

The Municipal school fund is formed by a special annual levy of thirty-five cents per capita. It is distributed on the order of the Superintendent to school boards, first by granting $25 for each teacher employed, and second, by dividing the balance, something more than half the fund, according to the "days attendance" made by the pupils in each school.

In consolidations, the school board will regularly have full advantage of the attendance of pupils. But if three small schools with indifferent teachers should be consolidated into one school with one good teacher, the united sections would lose two $25 grants on account of the reduction of the number of teachers by two. But the amended law provides that in such event the grants thus saved may be in part or altogether, on the recommendation of the Inspector, paid to the consolidated board. This aid, therefore, is not an additional charge on the fund, and can be given without prejudicing the grants to the other schools.

THE TEACHERS' PROVINCIAL GRANT.

In like manner the Provincial grants presumably saved by the reduction in the number of teachers can be paid to the consolidated school board, annually, without prejudice to the amount of the grant to other teachers. The maximum regular grant to *third class* teachers which are usually employed in such schools, is $60 per annum.

THE CONSOLIDATED SCHOOLS.

This special grant for equipment, and the two annual grants respectively from the Municipal and Provincial funds, have, with the more important general considerations of improving the rural school, and in some cases of making schools possible, resulted in already giving us the following consolidations:—

East Bay, Cape Breton county (4 sections).
Big Bras D'Or, Cape Breton county (2 sections).

Red Bridge, Victoria county (2 sections).
Kempt Head, Victoria county (3 sections).
Maple Ridge, Inverness county (2 sections).
West River, Antigonish county (3 sections).
Tarbet, Victoria county (2 sections).
The Meadows, Cape Breton county (3 sections).
Advocate, Cumberland county (2 sections and 4 teachers).
Spencer's Island, Cumberland county (2 sections).
Baddeck Forks, Victoria county (3 sections).
North River, Victoria county (4 sections).
Great Village, Colchester county (2 sections).
Grantosh and Pleasant Bay, Victoria county.
Millan and Beaton, Inverness county.
S. W. Egypt and Piper's Glen, Inverness county.
Gillis and Macdougall, Inverness county.
Wentworth and Lower Wentworth, Cumberland county.
Port Greville and Fox River, Cumberland county.
Little Lorraine and Baleine, Cape Breton county.
Lakeville and Grand Lake, Hants county.
Roseburne, New Canada, and Albert, Victoria county.

In this list we find that *fifty-three* schools have been consolidated into *twenty-two* effective sections. Some of these were for years closed schools. A few were good schools, which have been made still more effective, as in the case of Advocate and Great Village.

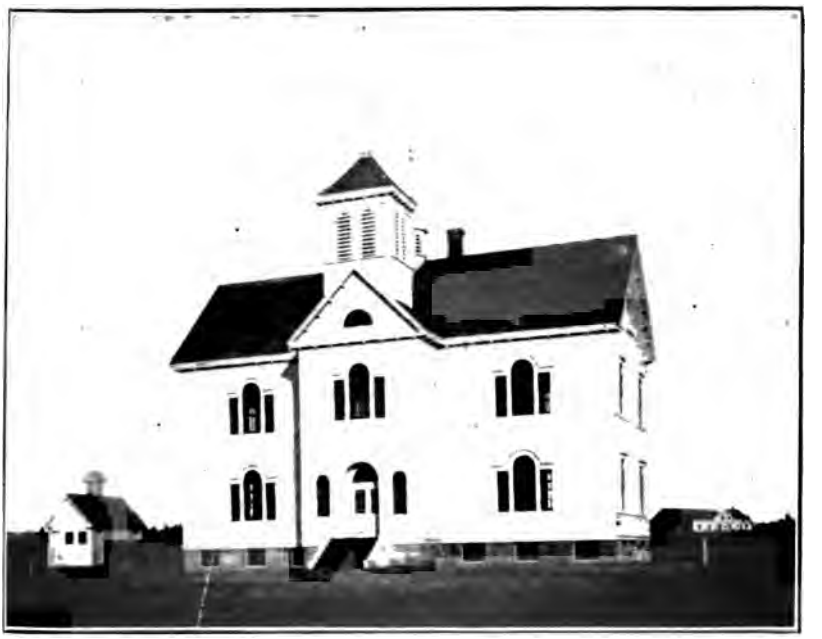
At Advocate in Cumberland county, where two graded schools of two departments each were united, there is now a very good High School course given in the Principal's department for the surrounding country; so that the number of high school students rapidly increased to the minimum qualifying for a provincial examination station.

At Great Village a schoolhouse with spare classrooms and a good school garden have been provided, with a view to its becoming the centre of several sections. The first of these has already come in, as indicated in the list above.

THE MACDONALD CONSOLIDATED SCHOOL.

Four out of the eight school sections consolidated for three years at the expense of Sir William C. Macdonald, have taken advantage of their liberty to set up again their little rural schoolhouses. Three are to provide for the cost of transportation of their children into Middleton, to the Macdonald Consolidated school. The number of children to be conveyed and the money voted to meet its expense are stated to be as follows:—

School Section	No of Pupils.	Money Voted.
Wilmot	24	$220
Nictaux West	36	300
Brooklyn East	10	125



Great Village (Consolidated) School, Col. Co., N. S., 1906.

Advocate Harbor (Consolidated) School, Cum. Co., N. S., 1906.

Middleton has 172 pupils, and voted $1,270 for the school. Sixteen high school pupils, paying fees, attend from outside the consolidation, making 258 pupils in all. Sir William C. Macdonald is said to have promised $1,200 a year for the next three years, with the expectation that the reduced consolidation may thereby be aided to become permanent. This gift will be revenue in addition to the regular grants from the Province and municipality, including the Manual Training grants; and amounts to $400 a year for each of the three sections conveying their children to the consolidated school. The estimated expenditure as reported to me is:—For seven teachers, $2,825; for janitor, fuel, insurance and contingencies, $710. Total estimated expenditure, $3,535. The vans have been presented to the sections for conveyance purposes; so that this expense is not provided for. $645 from the sections, and $1,200 from the Macdonald fund is, therefore, the total cost of education per annum for the said three sections—an average of $609 for each. The rates of sectional taxation in the four sections in the order in which they are first mentioned above are about 40, 50, 42 and 63 cents on the hundred dollars of property valuation.

THE MACDONALD SCHOOL GARDEN GROUP.

The five schools under the directorship of Mr. Percy J. Shaw, B. A., —at Bible Hill, Great Village, Belmont, Old Barns and Brookfield—made a very successful demonstration of school garden work. We shall see how this work will be carried on after this date, since it is now taken over by their respective school boards. The schools to a large extent had the advantage of Guelph Nature Study scholars, as teachers. To Dr. Robertson and Sir William Macdonald, the Province is under obligation for aid in testing the value of well-conducted Nature Study. At Bible Hill, a fine school building has been erected on an admirable site. Views of the building and the school garden are given on the opposite page. That both ratepayers and school board have done nobly is proven by the fact, that the local school rate on the highly valued properties bordering on the town of Truro is about $1.50 per $100. Views of the Great Village school, which has also absorbed an adjacent rural section, and of the Advocate Harbor school, in Cumberland county, are shown facing page xvi. Here we have good examples of intelligent and generous citizens, who have public spirit enough to make improvements at their own expense.

TEACHERS OF THE PUBLIC SCHOOLS.

The public schools of Nova Scotia include the *elementary* (common school grades) and *secondary* (high school grades). The list of teachers below is, therefore, not differentiated into classes of license or grade of school. The free school system was introduced in 1864. It was not until 1870 that female teachers became the majority. In 1893 the present system was introduced with a very temporary effect in favor of male teachers, but a very decided effect in favor of Normal trained teachers.

TEACHERS EMPLOYED IN NOVA SCOTIA.

YEAR.	MALE.	FEMALE.	TOTAL.	NORMAL TRAINED.
1864	615	498	1113	
1865	520	377	917	
1866	618	442	1060	
1867	761	599	1360	
1868	763	627	1390	
1869	798	717	1515	
1870	767	798	1565	
1871	754	866	1620	
1872	704	889	1593	
1873	665	959	1624	
1874	647	1010	1657	
1875	672	1103	1775	
1876	687	1124	1811	
1877	717	1171	1888	
1878	740	1214	1954	
1879	735	1251	1986	
1880	720	1089	1809	
1881	724	1157	1881	
1882	677	1256	1933	
1883	656	1305	1961	
1884	635	1379	2014	
1885	631	1424	2055	
1886	627	1484	2113	
1887	605	1539	2144	445
1888	586	1568	2154	444
1889	577	1605	2182	426
1890	580	1635	2215	433
1891	574	1656	2230	416
1892	565	1703	2268	408
1893	582	1737	2319	408
1894	541	1810	2351	499
1895	540	1859	2399	616
1896	582	1856	2438	690
1897	576	1909	2485	752
1898	614	1896	2510	798
1899	594	1900	2494	840
1900	616	1941	2557	887
1901	540	1952	2492	947
1902	485	2007	2492	1044
1903	441	2053	2494	1077
1904	388	2053	2441	1054
1905	386	2180	2566	1068
1906	366	2212	2578	1032

TRAINED TEACHERS.

The greatest weakness in our school system is the impossibility of obtaining trained teachers for all our schools. For the poorer rural schools we must generally be content to employ those who pass at least a high school grade of scholarship. After a short period of teaching on the small salary given in a rural school, they may proceed to the Normal School for a training in teaching, or they may take up some other occupation. In either event they keep schools open which would otherwise be closed. A teacher undergoing the expense of a Normal training does not propose to be content with the small wage which may be the best a poor section can afford.

But it is fully time that in first class elementary and all high schools, the teachers should be trained. In all the advanced educational countries even elementary or common school teachers, after a scholarship the equivalent of our grade XI, are required to take Normal courses of two or three years. As we have but about one thousand trained teachers employed, and fifteen hundred untrained, we have reason to be surprised that there is so much good teaching as there is. With Normal training imperative on all except the lowest class of teachers, we could well afford to narrow and make more intensive their non-professional work in the high schools.

NORMAL TRAINED TEACHERS EMPLOYED.

COUNTIES.	1893.	1894.	1895.	1896.	1897.	1898.	1899.	1900.	1901.	1902.	1903.	1904.	1905	1906.
Annapolis	25	25	33	35	33	38	45	51	60	60	59	62	69	69
Antigonish	2	7	6	6	10	13	20	25	25	18	21	26	32	25
Cape Breton	17	22	29	33	34	41	43	49	47	73	84	85	107	109
Colchester	63	67	83	98	106	101	87	88	90	89	99	92	95	84
Cumberland	75	83	95	104	109	104	114	107	119	126	117	107	97	76
Digby	17	14	14	27	28	28	31	29	32	51	58	65	63	57
Guysboro	2	13	18	13	18	6	24	29	27	32	39	33	28	31
Halifax County	23	40	57	57	53	67	60	56	54	67	71	79	80	81
Halifax City	31	35	34	38	44	48	54	59	62	70	62	63	65	64
Hants	45	38	48	46	51	63	62	63	74	79	82	68	62	65
Inverness	7	7	17	20	21	24	25	31	39	49	40	43	45	48
Kings	23	35	48	43	49	40	40	52	59	50	48	56	58	55
Lunenburg	23	34	38	51	57	63	61	61	59	66	66	63	60	62
Pictou	20	33	41	49	56	53	52	56	55	64	68	63	60	52
Queens	5	7	7	15	10	15	13	18	14	19	20	20	16	20
Richmond	5	9	6	7	13	10	16	18	17	24	27	21	32	30
Shelburne	3	4	5	13	16	18	19	21	25	22	26	56	24	26
Victoria	4	4	9	6	7	19	20	15	20	18	16	11	13	12
Yarmouth	18	22	26	29	37	47	51	60	69	67	74	75	62	66
Totals	408	499	616	690	752	798	840	887	947	1044	1077	1054	1068	1032

It is to be regretted that the western provinces of Canada have been making a special bid for our Normal trained teachers, who, after a few years service are free to move into another province if they desire. Teachers who are not Normal trained are generally required to attend a Normal School before they are accepted as permanent teachers. It is very satisfactory to know that there are so many still employed in our schools, and that progressive school sections advertise for and generally appoint only trained teachers. Our Provincial Normal School in its staff, its system, its work and its graduates, will favorably compare with

the most progressive on the continent. In one respect only is it generally inferior—in the shortness of its courses. This is a necessary concession to the demands of the present stage of our educational evolution.

PROFESSIONAL INDUCEMENTS IMPROVING.

The western provinces, notwithstanding all their promise, are found to be in some respects no better for the teacher than Nova Scotia. In the progressive sections the wage of the teacher is commencing to rise as the cost of living rises; the government holds out the hope of increased provincial aid in the near future, and has provided without any cost to the teachers, annuities for those who retire after long service. We have as good native material for the making of good teachers as exists in any country; we have superior means of training them, and if the people only show that superior teachers will be appreciated at their true value, they will eventually be forthcoming in larger numbers. All the other professions are calling for the best, and are offering them larger inducements. When a good teacher is found, he is the most valuable of them all to the pupil and ultimately to the country.

RETIRING ANNUITIES.

Thirty-two teachers have presented claims for a retiring annuity after thirty or thirty-five years service. Fourteen more have presented claims for an annuity on account of total disability after twenty years service.

ATTENDANCE OF PUPILS.

Pages 9, 10 and 11 of the statistics show the details of attendance during the year. On the whole it is our best record. When the total annual enrolment is given, we have also to show the annual percentage of attendance. But it should be remembered that many pupils in rural districts attend only during the winter months, some attend only in the autumn and again in spring, while there are always some leaving school permanently in the course of the year, as there are many new pupils entering in spring. Very many, therefore, of the pupils whose names are on the annual roll do not really belong to the school, but for a portion of the year. It is therefore found desirable to take the average attendance each quarter of those attending during the quarter. That gives 68.8 per cent. as the average quarterly attendance. Were the average attendance of those attending each month taken, the figure would be still higher. It is such averages, which have no relation to the annual enrolment, that are in many countries exhibited as the index of the average attendance. While it is desirable to have these averages given, it is absolutely necessary that the annual average should be stated in connection with the annual enrolment, in order to show the character of the total annual enrolment.

It will be found interesting to compare some of these statistics with those of ten years ago. The tendency in each county for this period will then become evident. The total enrolment of pupils is slightly less throughout the province; but the attendance shown in the following table is greater, thus proving a more regular attendance. The increases and decreases in the various counties eloquently indicate the drift of the population, and help to explain the changing local conditions which affect the educational administration so differently in different communities.

COMPARATIVE STATEMENT OF SCHOOL ATTENDANCE.

COUNTY.	No of Pupils Enrolled 1896.	No. of Pupils Enrolled 1906	Increase or Decrease.	Per Centage of Increase or Decrease.
Cape Breton	7631	11289	+3658	+47·9
Halifax City	7669	8477	+ 808	+10·5
Halifax County	6844	7244	+ 400	+ 5·8
Yarmouth	5058	5212	+ 154	+ 3·
Cumberland	8920	9119	+ 199	+ 2·2
Guysboro	3733	3715	— 18	— ·4
Lunenburg	7592	7438	— 154	— 2·
Digby	4784	4646	— 138	— 2·9
Queens	2116	2031	— 85	— 4·
Shelburne	3334	3125	— 209	— 6·2
Colchester	6092	5621	— 471	— 7·7
Kings	5380	4898	— 482	— 8·9
Annapolis	4745	4288	— 457	— 9·6
Pictou	7251	6504	— 747	—10·3
Inverness	5843	5094	— 749	—13·8
Hants	5271	4536	— 735	—13·9
Richmond	3165	2630	— 535	—16·8
Victoria	2265	1880	— 385	—17·
Antigonish	3339	2585	— 754	—22·5
Total	101,032	100,332	— 700	·69

County.	Total Days Attendance 1896.	Total Days Attendance 1906.	Gain or Loss	Per Cent. of Gain or Loss
Cape Breton	827632	1306948	+479316	+57·9
Halifax City	1028486	1274043	+245557	+23·8
Yarmouth	600747	710310	+109563	+18·2
Cumberland	935249	1091227	+155978	+16·6
Guysboro	349274	401560	+ 52286	+14·9
Halifax County	750964	831879	+ 80915	+10·7
Colchester	671646	698736	+ 27090	+ 4 3
Shelburne	379266	391415	+ 12149	+ 3·2
Lunenburg	823484	846531	+ 23047	+ 2·8
Kings	543802	548612	+ 4810	+ ·8
Digby	528017	531964	+ 3947	+ ·7
Queens	249094	243021	— 6073	— 2·4
Pictou	850546	815878	— 34668	— 4·
Hants	550839	525629	— 25210	— 4·5
Annapolis	533993	508896	— 25097	— 4·7
Antigonish	320970	289433	— 31537	— 9·8
Inverness	559555	499198	— 60357	—10·7
Richmond	329839	292330	— 37509	—11·4
Victoria	228169	191548	— 36621	—16·5
Nova Scotia	11061572	11999158	+937586	+ 8·5

County.	No. of Schools 1896	No. of Schools 1906.	Increase or Decrease
Cape Breton	165	214	+ 49
Cumberland	193	216	+ 23
Halifax City	139	162	+ 23
Yarmouth	108	125	+ 17
Halifax County	150	164	+ 14
Annapolis	117	127	+ 10
Kings	121	130	+ 9
Colchester	149	156	+ 7
Shelburne	78	85	+ 7
Guysboro	90	95	+ 5
Digby	103	106	+ 3
Lunenburg	171	174	+ 3
Pictou	176	179	+ 3
Hants	123	124	+ 1
Queens	57	55	— 2
Richmond	76	73	— 3
Antigonish	81	76	— 5
Victoria	67	53	— 14
Inverness	148	132	— 16
Total	2312	2446	+134

CLASSIFICATION OF PUPILS COMPARED WITH THAT OF OTHER COUNTRIES.

The classification of the pupils of the United States of America on the system used in Nova Scotia is summarily shown in the Report of the U. S. A. Commissioner of Education, 1903, page XVI., for the year 1902. In that of 1904, page XIX, the statistics for 46 cities of 8,000 and over, for the year 1903-4 are given. The percentages are given in the table below, in juxtaposition with those of Nova Scotia, for all the schools, rural and urban, the kindergarten being included in Grade I. It will be seen that our average distribution is in most respects intermediate between the average of all the schools of the United States in 1902, and the average of the city schools in 1903-4.

	Nova Scotia, 1906.	Percentage N S., 1906.	Percentage U. S. A., 1902,	Percentage 46 large cities U S A. 1903-4.
Grade I	23,401	23.4	32.3	19.8
" II	12,567	12.5	18.3	14.6
" III	12,794	12.7	15.2	13.7
" IV	12,636	12.6	13.6	12.5
" V	10,537	10.5	8.1	10.8
" VI	8,007	8.0	4.4	9.7
" VII	7,116	7.1	2.6	6.6
" VIII	5,635	5.6	2.0	5.0
Common School..	92,693	92.4	96.5	92.7
Grade IX	4,480	4.5	1.5	3.3
" X	2,071	2.0	0.9	1.9
" XI	978	1.0	0.6	1.3
" XII	110	0.1	0.5	0.8
High School	7,639	7.6	3.5	7.3
T'l, Public School	100,332	100.0	100.0	100.0

The large number in Grade I is mainly due to the influx of young pupils attending for the first time, in April and May; whereas, in the higher grades the entry by promotion takes effect, as a rule, in August, at the opening of the following school year. A comparison of the enrolments at the ends of the third and fourth quarters on page 9 of the statistical tables, shows the large number entering school in the lowest grade at the opening of the summer season.

ELEMENTARY, SECONDARY AND UNIVERSITY GRADES.

For the purpose of comparison with similar statistics in other countries, I assume the population of Nova Scotia to have increased to 460,000; that the public and private pupils of elementary grades (ages,

normally, from 5 to 13) are 94,100; that the public and private pupils of secondary grades (ages, normally, 13 to 17) are 8,400; and that those studying in our universities are 777, as should be shown in the statistical table on page 47 (where the sum totals of Acadia, 155, and of Ste. Anne, 53, were not noticed by the compiler to have been accidentally omitted in the returns sent in), which, with university students, graduates attending the Normal School and College of Agriculture, make about 800 of university grades. As the statistics of the other countries here presented include both public and private pupils and students, this procedure is necessary, although the number of pupils in private institutions in Nova Scotia is so small as to scarcely affect the proportions of the public schools.

The Ontario statistics are the figures given up to page xiii of the Report for 1905, for the preceding year, except for the addition of an estimated 4,947 of university grades.

The United States statistics are from the Report of the Commissioner of Education, 1904, Vol. I, page xii.

The statistics for a representative European country, Germany (and Prussia), are taken mainly from the statements prepared for the exhibit at the St. Louis exhibition, U. S. A., for the year 1901-2; supplemented in some particulars, especially in reference to the Kingdom of Prussia, by later official reports. The secondary grades include all the different high schools for boys and for girls, and for teachers—public and private, and the continuation and trade schools of the same age grades.

NUMBER PER THOUSAND OF POPULATION ATTENDING ELEMENTARY, SECONDARY AND UNIVERSITY GRADES.

Country.	Elementary Ages, 5 to 13.	Secondary Ages, 13 to 17.	University.	Total.
Nova Scotia	204+	18+	2—	224
Ontario	204	15+	2+	221
U. S. A	207	10+	3+	220
Germany	158	6—	2	166
(Prussia)	172	6—	2	180
England and Wales (*a*)	181	?	?	?
Co. Essex, England (*b*)	?	5	?	?
Scotland	210	9	3(*c*)	222

(*a*) Report Com. Ed. U. S. A., 1903, Vol 2. p. 2472. (*b*) Report on Secondary and Higher Education in the County of Essex (including a large part of London, England), by Michael E. Sadler, 1906, page 8. (*c*) Calculated from statistics Education Report for 1905, assuming University ratio to be 3.

The smaller proportion of students in the secondary grades in Europe may be partly due to the greater necessity for the young to engage in their life employment after completing the elementary course, for the higher literary occupations are overstocked. Certificated teachers in Germany, after 8 years in the people's school, 3 years in a preparatory Normal School, 3 years in a Normal School, and perhaps with a high school and university as well as professional training, have to wait long, as a rule, for an appointment to a school. In Hesse-Nassau, in 1894, it was 6 years. In Brandenburg, 8 years; Prussia, 8.1 years; averaging for the German empire 5.6 years. There is also, as a rule, a long period of waiting for all other positions requiring scholarship.

HIGH SCHOOL GRADES OF WORK ABROAD COMPARED.

Assuming high school work normally done in Nova Scotia from the 13th to the 17th year of the pupil's age to be *secondary* education, let us see to what it corresponds in a few typical countries. When reference is made to the high schools of the United States, Ontario, England, Scotland, Ireland, Germany, France, etc., it is to an institution which came into existence originally before the public elementary and higher schools. They were the high schools of the aristocracy, which quite early developed their special preparatory schools. But the high school course generally came to be understood to take the pupil about his 9th year and carry him on for 9 years more, until he was prepared for the university.

Common Schools.—When the state took elementary education under its charge, provision was made for the pupil until he was about 13 years of age, when it was assumed he would be ready to enter into apprenticeship in the line of his future employment. We find now that not only in America, but in European countries generally, the elementary school system makes provision approximately for the eight years between the time when a boy can walk safely some distance to school, and when he is old enough to begin to learn his life work as an apprentice.

In the United States and Canada, the state took charge of elementary education with such energy, before the old world high school obtained its old world prestige, that the elementary or common school eight year course became universally established. When the state determined to aid the higher education of the pupil in America, the high school grades then became a continuation of the elementary course for pupils from 13 years of age and upwards. England, Scotland and Ireland have already in part adapted the old high school system to the new order.

FRANCE.

Common Schools.—Our common school course of eight years is in France called *Les Ecoles Primaires Elémentaires,* and is divided into four 2-year courses:—The Infant course, 5 to 7 years of age; the Elementary course, 7 to 9; the Middle course, 9 to 11; the Superior course, 11 to 13.

Old High Schools.—The lycée or the collége is the present form of the old secondary schools, admitting pupils about 9 years of age. It has its own preparatory course of two years; and pupils can pass in from the elementary schools at the proper stage. Then follows a nine years course, the first two years having no options. The third year divides into (A) the courses with Latin and Greek or Latin, and (B) the non-classical, and had on the 5th of November, 1905, the following totals:—

	A.	B.
Third year of course	3,446	3,184
Fourth " "	3,271	3,489
Fifth " "	3,148	3,386
Sixth " "	3,075	3,013
Seventh " "	2,914	2,340
Eighth " "	3,571	2,062
Ninth " "	2,026	1,595
Totals	21,451	19,069

Taking the population of France at 40,000,000, we have an attendance of one from every thousand of the population at the Lycées.

Teachers' High Schools.—Another modification became necessary for the preparation of teachers. This gives us the preparatory schools and Normal schools proper, with a different course of study.

New High Schools.—The French government, when asked to help the people beyond the elementary course, could not radically change the old system with its great prestige. It, therefore, created a continuation of the elementary course, the "Higher Primary Schools." It is frankly utilitarian and practical, continuing the work of education commenced in the elementary, or primary as it is generally called, and "favors that culture of mind which forms the judgment, the heart, the will, the character." "Yet in the second or third year these schools can specialize in agriculture, industry, or commerce to a certain extent, the general parts of the program being reduced to allow of these alternatives. The present programs date only from 1893. Over four million francs per annum are spent on these schools already. Our high school grades should contain similar work for Nova Scotian high school pupils.

PRUSSIA.

Common Schools.—As in France, the Peoples' schools (Volksschulen) have an eight years course with over 90 per cent of the school population.

Old High Schools.—The secondary, or high schools, take up the child at about 9 years of age. He comes from the preparatory school, or from the appropriate grade of the peoples' school, and has then before him either (1) a six, or (2) a nine years program in, (A) a course with

Latin and Greek, (B) a course with Latin, or (C) a course without Ancient Classics. The average enrolment of the summer and winter terms of 1903-4 of all these courses was 183,800. The lower three years, corresponding in age to our grades VI, VII and VIII, numbered approximately 84,458. The middle three years, corresponding as respects age to our grades IX, X and XI, numbered about 69,844. The higher three years, corresponding to our grade XII, or the first three years of our universities, numbered about 29,408. The percentages in lower, middle and higher are estimated respectively at 46, 38 and 16. From another year the percentages 48, 37 and 15 respectively were found. Taking the population of Prussia in 1903-4 at 35,000,000, there were not 5.3 per thousand of the population in these high schools. Attending the middle classes corresponding to our high school there were not 2 per thousand of population; and in the higher classes not even 1 per thousand. Divide the Prussian figures by 76, and we obtain the number of each class in a population equal to that of Nova Scotia.

PRUSSIAN HIGH SCHOOL STUDENTS IN EVERY 460,000 OF POPULATION.

Of the age of N. S. students, grades VI, VII and VIII	1112
" " " " IX, X and XI	919
" " " colleges, years 1st, 2nd and 3rd	387
Total	2418

Next let us divide the number of Prussian high school boys in a population of the size of Nova Scotia into the three classes (A), (B) and (C) mentioned above:—

(A) students in Gymnasien (9 years) and Progymnasien (6 years)	1335
(B) students in Realgymnasien (9 years) and Realprogymnasien (6 years)	375
(C) students in Oberrealschulen (9 years) and Realschulen (6 years)	708
Total	2418

Teachers' High Schools.—Preparatory Normal schools, three years; and Normal school, three years, for teachers of the people's schools.

New High Schools.—But Prussia does a great deal more work of high school grade than is indicated in the regular secondary and teachers' schools. There are high schools for girls and intermediate schools for boys and girls. But more vast and various than all of these are the continuation schools for those who have passed through the eight years of the peoples' schools. There is a fundamental general modern culture course, from which arise many kinds of semi-technical and technical

schools, and many varieties of lower and middle industrial, commercial and art schools, adapted to the special needs of each locality. On January 2, 1902, there were 1,684 continuation schools, with 203,250 students. 1,093 were industrial continuation schools, of which attendance in 895 schools was compulsory, and in 198, optional; 291 were guild schools, 224 commercial, and 56 association schools maintained by mechanics, apprentices, etc. About 300,000 students of these high school classes attended during the same year throughout the German empire. The Nova Scotian system should be elastic enough to permit of a similar development where it is required, without creating a new kind of school, as had to be done in European countries originally.

SCOTLAND, 1905.

Common Schools.—790,742 pupils, many being, of course, over 13 and even 14 years; for all pupils have not the same capacity, and they are promoted according to efficiency. 93.17 per cent of population of school age are from 5 to 14 years of age.

Old High Schools.—The secondary schools are becoming so well articulated with the elementary schools that the word "old" in the subtitle, as also in all the other cases, merely marks their origin. I quote the following paragraph from the Report, 1905-6, page 28, on account of its interest to those acquainted with the Nova Scotian system:—

Previous reports have explained very fully the scheme of a Leaving Certificate Examination in connection with the inspection of higher schools, which was held for the first time in 1888. We undertook this, after careful consultation with the Universities, and with the authorities of Secondary or Higher Class Schools, and we are glad to find that the results fully confirm our belief that such a scheme was generally desired. We used great care, in framing the regulations, to provide for such a fair and uniform test, and such strict method in the conduct of the examination, as are necessary to ensure public confidence in its soundness; and the best proof that such confidence has been secured is afforded by the facts that the number of schools participating in the examination, which was 29 in 1888, was last year 393 (including 301 State-aided schools); that the number of the candidates, which was 972 in 1888, was last year 13,577; and that the total number of papers taken, which was 4,300 in 1888, was last year 49,809. Pupil teachers were also presented from 435 schools from which no ordinary pupils were presented. A large number of university and professional authorities accept certificates of pass at this examination in lieu of such preliminary examinations as are held under their direction.

Teachers' High Schools.—4,191 pupil teachers were in these courses, 1,732 in training colleges.

New High Schools.—The "Higher Grade" schools. In 1905 there were 875 scholars under 13 years of age; 3,999 from 13 to 14; 4,189 from 14 to 15; 2,808 from 15 to 16; 1,605 from 16 to 17; and 944 over 17. Total, 14,420. To these are to be added 748 centres for continuation classes.

IRELAND, 1905.

New High Schools.—9,677 went up to examination in the four grades of the "Intermediate" schools, as they are there called, Preparatory, 2,949; Junior, 4,680; Middle, 1,550; Senior, 2,659.

Teachers' High Schools.—In 1904, there were examined in all courses, 3,684 persons.

ENGLAND, 1905-6.

Michael E. Sadler says in his Report on the Secondary schools of Essex, 1905, page 8:—

In 1902 in the United States as a whole, the number of pupils receiving secondary education amounted to 9.35 per 1,000 of the population. At first sight Essex, with 11.87 per 1,000, comes well out of the comparison. But in the American Secondary School, the course begins generally at 14, and never before 13 years of age. In order, therefore, to institute a fair comparison between the numbers attending secondary schools in Essex and in the United States, we must have regard only to those pupils in the Essex schools who are over 13. On this basis there are 4.9 per 1,000 in Essex.

Sadler is referring to our type of the "old high schools." In the Report on Education, for 1905-6, at pages 61 and 62, the English Board refers to the reconstruction now going on:—

The age of 12 is that about which transference from the primary to the secondary school normally occurs; and the required course of secondary schools certified or aided by the State in England, is fixed with reference to this fact.

Education is one. Any dislocation in its course is at the best but a necessary evil. It ought to be continuously progressive from the time when a child first passes beyond the home and goes to school, up to the time when school life ceases.

The problem which has to be faced, is how to unify education by liberalising the whole of it. A break of guage is harmful and wasteful.

In 1903-4 there were 482 schools recognized by the Board as secondary schools, with nearly 86,000 pupils. In the following year there were 575, with nearly 95,000 pupils, while in 1905-6 the number of recognized schools had risen to 684. About 110 more schools applied for recognition at the beginning of the present school year.

Old High Schools.—The regular Secondary school in England henceforward begins nearly at the same stage as in Nova Scotia, and must provide a four years course with (i) English, Geography and History, (ii) another language, (iii) Mathematics and Science, both theoretical and practical, and (iv) Drawing. It *must* also have Domestic Science for girls, Manual work and Physical exercises for boys and girls.

From page 23 of the Report for 1903-4 I quote the following of interest to those knowing the Nova Scotian examination system:—

The Consultative Committee have also completed their long and careful investigation into the grave inconvenience and waste of time caused by the multiplicity of examinations for entrance into professions—a matter that was referred to them by the Board on 20th March, 1902. In their report to the Board on this

subject, made on the 1st June, they submit a body of proposals for a system of school certificates which the Board have circulated to the Universities, the Local Education Authorities and other bodies and persons concerned with this question. After receiving the comments which we have thus invited we intend to give this matter our most careful consideration.

Teachers' High Schools.—There were 408 recognized centres for the instruction of pupil-teachers in 1905-6. 11,039 were admitted and 30,674 recognized as pupil-teachers during the year. On page 51 of the Report for 1901, the following course is published:—

In June, 1901, a circular letter (Circular 454) was sent to all the Training Colleges inviting them to draw up courses of study for their students to follow during the two years ending in July, 1903, and an outline course of instruction was attached to the circular to serve as a model. This outline course contained twelve subjects, viz.: Reading and Recitation, Drawing, Music, Needlework, Manual Instruction, Physical Training, Theory and Practice of Teaching, English Language and Literature, History and Geography, Mathematics, General Elementary Science, and either (a) a more extended course of one of the last four subjects, or (b) a language other than English. The first seven of these subjects corresponded to what had been known as Part I in previous years, and the last five to what had been known as Part II of the Board's examination. In addition to these ordinary subjects there were certain special optional courses, one of which might be taken by a student with approval of the College and of the Inspector.

New High Schools.—The Consultative Committee of the Education Board of England presented, after a long consideration, its report in May, 1906, on the proposed Higher Elementary schools. While its character was broadly defined, as a continuation of the elementary school work, a definite program has not yet been prepared.

The following statement of what they should be from Michael E. Sadler, now a leading English authority on Secondary school, is given in his Report on the Secondary schools of Essex, 1905, on page 66:—

The essential thing is that the course of instruction in the higher elementary school should aim at giving a good general education, and that it should not be prematurely specialised. The central point in the curriculum should be the thorough teaching of English with the object of cultivating the power of accurate expression in the mother tongue, clearness of reasoning and the love of good literature. Care should be taken to encourage private reading. Through the teaching of history and geography, as well, of course, as through the teaching of literature, an effort should be made to develop a sense of civic and national duty. The teaching of geography should be made an important element in the curriculum. The nature study should be combined with practical outdoor work in field or garden, and be linked with the teaching of drawing. There should also be instruction in elementary mathematics, including arithmetic, algebra and geometry; in elementary practical physics, and in class singing. There should be carefully graded physical exercises on the lines which have proved beneficial in Denmark. The course should also include, as an optional subject, French, taught as far as possible in the language itself, but with careful regard to grammatical accuracy. This will give the children a better understanding of their own language through the study of another, and will help them to a sympathetic understanding of the life and ideals of a foreign nation. In the last year of the course a certain degree of limited specialisation should be allowed in view of the future employments of the different children. For example: (1) Boys intended for industrial life should be encouraged (in lieu of French) to gain a sound knowledge of applied geometry

and arithmetic and of the elements of mechanics. They should also in their manual work, reproduce objects from working drawings. (2) Boys and girls intended for commercial callings should have an opportunity of becoming expert in making rapid arithmetical calculations, and of learning the principles of book-keeping combined with practice in keeping accounts. Great attention should also be paid to handwriting with a view to securing speed, legibility and neatness. The purpose and proper form of the commoner commercial documents, e. g., cheques and invoices, should be explained to them. (3) Girls intending to live at home should be encouraged to take a household management course as part (but only as part) of the general ocurse of studies. The course in household management should include instruction in cookery, laundry work, needlework (including mending, darning and cutting out), the care of children, marketing and the keeping of household accounts. (4) Boys and girls intending to be teachers or to pass on to other schools should continue the general course to the end of their fifteenth year.

All the pupils should receive instruction in the laws of health. The design of such a school course, covering the three years from twelve to fifteen, would be to stimulate the intellectual powers, to widen the mental outlook, to cultivate the sympathies, and (without falling into the grave error of substituting a narrowly utilitarian for an educational training) to impart those kinds of knowledge which will be serviceable to the pupils in their practical experience of life. The keynote of the whole should be a general training animated by a civic and national purpose.

The differences between the course of studies in a higher elementary school, and in a middle secondary school, would consist in the following points: (1) the higher elementary school would not teach Latin; (2) in the study of English literature and history. the shorter limits of the higher elementary course would naturally suggest a different range of topics and sequence of treatment; (3) the higher elementary school would assign for some of its pupils a larger amount of time to handicraft than the secondary; (4) in the teaching of mathematics, special (but not undue) regard would be had in the higher elementary school to the practical needs likely to be soon encountered by the pupils in their actual employment at the conclusion of their short school life.

To show the difference between this "higher elementary" or "new high school" and the "old high school" as it stands now reconstructed, the regular Secondary school of England, I quote a few of the characteristic regulations *verbatim*:—

EXTRACTS FROM REGULATIONS FOR SECONDARY SCHOOLS, ENGLAND, 1905.

Courses of Instruction.

Average Age:

3. The average of the scholars in any class commencing the Course must be not less than 12 years, and the Inspector must be satisfied that the class as a whole is qualified to commence the Course.

Subjects of Course:

4. The Course should provide for instruction in the English Language and Literature, at least one Language other than English, Geography, History, Mathematics, Science and Drawing, with due provision for Manual Work and Physical Exercises, and, in a girls' school for Housewifery. Not less than 4½ hours per week must be allotted to English, Geography and History; not less than 3½ hours to the Language where only one is taken, or less than 6 hours where two are taken; and not less than 7½ hours to Science and Mathematics, of which at least 3 must be for Science. The Instruction in Science must be both theoretical and practical. Where two Languages other than English are taken, and Latin is not one of them, the Board will require to be satisfied that the omission of Latin is for the advantage of the school.

Special provision for girls' schools:

5. In a girls' school in which the total number of hours of instruction is less than 22 per week, the time given to Science and Mathematics may be reduced to one-third of that total, provided that at least 3 hours are given to Science.

Omission of Languages from Course:

6. By special permission of the Board, Languages other than English may be omitted in a school which can satisfy the Board that its English course provides adequate linguistic and literary training, and that the staff is specially qualified to give such instruction. In this case not less than 7½ hours per week must be allotted to English, Geography and History.

Curriculum for scholars after completing the Course:

7. The curriculum for scholars who continue in the school after completing the Course, may provide for specialisation in a subject or a group of subjects to such extent only as may be approved by the Board in any case.

Course to be taken in due sequence:

8. The curriculum for each year of the Course must be taken in the prescribed sequence; but scholars may, with the sanction of the Inspector, commence with the year of the course for which they are qualified by previous instruction. The retention of a scholar in one year of the Course for more than a session must be approved by the Inspector.

External examinations:

9. Scholars in the first or second year of the Course may not, except by the express permission of the Board, sit for any external examination except one which comprises the whole school, or one held solely for the award of scholarships or exhibitions.

School year:

10. The school year will be held to begin on 1st August, and end on 31st July. On special application, however, from the Governors, the Board will be prepared to recognize a school year beginning on 1st January and ending on 31st December.

Special Courses:

11. A school may provide a Course which includes special instruction in Science of an advanced character, if the Board are satisfied that such a Course is specially suitable for the requirements of the locality.

Conditions for recognition of Special Courses:

12. For recognition of a Special Course under the foregoing paragraph, the following conditions must be fulfilled:

Average Age:

(a) The average age of scholars commencing the Course must be not less than 13 years.

Instruction in Science:

(b) Instruction must be given in at least two distinct branches of Science, for each of which adequate laboratory accommodation, equipment, and appliances must be provided. It is not necessary that the same branches of Science should

be studied in each year of the Course, but the selection should be such as to secure continuous and progressive instruction in Science suited to the special circumstances of the school. Where subjects other than Chemistry and Physics are taken in the first and second year of the Course, the instruction in these years should include such instruction in Chemistry and Physics as may be necessary for the proper study of the selected subjects. In the third and fourth year of the Course the instruction in Mathematics and Science should be of a standard equivalent to that indicated by the Board's Syllabus in Stage 2. This requirement may, however, be relaxed in the case of a branch of Science commenced in the third or fourth year.

Allocation of time:

(c) Not less than 13 hours per week must be given to Mathmatics (including Theoretical and Practical Geometry), Science and Drawing, of which at least 5 hours must be given to Science. Practical work in Science, including work in each of the two selected branches, must be taken for not less than 3 hours per week.

Mauual Instruction:

(d) Unless special exemption is given by the Board, Manual Instruction must form part of the first and second year of the Course for each scholar, and a minimum period of 1½ hours per week must be given to it. For boys. Manual Instruction must be in the use of the ordinary tools used in handicrafts in wood or iron; for girls the instruction may take the form of Cookery, Laundry Work, Dairy Work or Needlework, or of a practical course of Housewifery including one or more of these subjects.

Differentiated Courses in the same school:

13. Where local circumstances render such an arrangement desirable a school may submit for approval a curriculum providing for the third and fourth years of the Course, two different schemes of instruction, one of which is a Special Course as defined in the preceding paragraph. The general Course for the first and second years must provide such instruction in Science as will be an adequate preparation for the more advanced Science to be taken by these scholars. The average age of a class commencing the Special Course at the beginning of the third year must not be less than 15 years.

AN "EINHEITSSCHULE."

The Nova Scotian school system, rudimentary as it is in some of its parts, more especially in the modern subjects and their technical continuations, is nevertheless a typical example of the "Einheitsschule" system so strongly advocated by German educationists during the latter half of the last century. Russell in his "German Higher Schools" summarizes the history of this movement as follows:—

The idea of national unity which pervaded all classes of German Society at the time of the revolution in 1848, and which later found expression in the new German Empire, has as its correlate in the educational world the idea of an *Einheitsschule*. This "Union School" was intended to absorb all the existing common and higher schools, and, by welding them together, to make one school suitable for all purposes, continuous from the lowest grades to the University. This ideal was heralded as the panacea for all educational ills by zealous pedagogues, who established unions, founded journals and made many speeches in its support. The movement was popular—altogether too popular to suit German bureaucracy. The emperor agreed with Bismark in thinking that the "educated proletariat" were already too numerous; fewer university graduates, rather than more, was the chief desideratum. The *Einheitsschule* was snuffed out, therefore, by the Berlin Conference, 1890. It was too democratic for Prussia.

All the North American countries and the European, even to remote Roumania, are now adopting this "unity" system with respect to the elementary or common school grades, and what I have been calling the "new high school" grades in the preceding paragraphs. Generally in most of these countries, what I have been calling the "old high schools," and the "teachers' high schools," are left outside of this continuous school course from grade I to grade XII, or higher, and run parallel with portions of it. In Nova Scotia, however, the union is complete. In our grades IX to XII we prepare (a) for our colleges and universities, ten per cent; (b) for our common school teachers, twenty per cent; and (c) for other literary, industrial, and semi-technical occupations, and the general business of life, seventy per cent.

HIGH SCHOOL COURSES OF STUDY.

All these varieties of educational work, so far as our people require it, have to be done by the one system of schools, and is practically the work of the three systems of schools found in older countries. Now, when we find that the leading educational countries have great difficulty in determining the course of study in even the subdivision of one or other class of their different parallel schools, and are constantly making changes, we should not be surprised that the more difficult task of framing a provincial course, or program, to use the more technical term, should give our educationists and our people much concern.

If we adapt the provincial program (a) to the universities, for the ten per cent, we can select a modification or simplification of the course of an old world high school or a new world "old high school;" or (b) to the preparation of teachers, for the twenty per cent, we can model on a well tried course; or (c) to the other multifarious occupations of the country, for the seventy per cent at present in our high school grades, we can not suit all classes by any, even the best continuation work, general, semi-technical or technical. Nothing can be more evident, then, that a single line, simple, high school program, can never suit Nova Scotia; for it never could be made to suit any country, even when backed by the heaviest autocratic power.

The solution must be on the lines demonstrated by the history of other countries as well as by our own experience and needs.

THE PROVINCIAL PROGRAM

must, therefore, be made up of well balanced units of study which our people most urgently require, to suit (a) the university students, (b) our common school teachers, and (c) the seventy per cent others who are now taking advantage of some high school work, many of whom are already asking for more specialized and technical instruction.

While all these units are on the program, it cannot be allowed that any pupil should have the right to demand that the subject he wants must be taught; for this would require in nearly every school too great a multiplicity of subjects to be taught. The number of subjects taught should bear some relation to the number of teachers. The school board and principal might well be given the power to select the units of study which would best suit the needs of the community and the efficiency of the staff. If new subjects would be required, then a corresponding addition should be made to the teaching staff. If it happened that the school board and its official adviser, the supervising principal, could not decide, a friendly appeal would be in order to the inspector, and ultimately, if necessary, to the Council of Public Instruction. In this way, the course could be kept as narrow or simple in each community as its needs and means of securing an adequate teaching staff would render desirable. We are now hampered by a multitude of schools where a single teacher sometimes with common school grades wants a course which will enable him to do as well with his high school pupils as a full-staffed high school should be expected to do. This will always be an impossibility. But the irrational grievance still remains. These suggestions I propose to place before the members of the new Advisory Board, who are studying the problem, as well as before the committees of the Provincial Educational Association, to whose recommendations I shall call attention in a later paragraph.

CLASSIFICATION OF PUPILS—KINDERGARTEN.

From page 13 of the statistics it will be seen that there are nearly 400 pupils attending Kindergarten. Every school section in which there can be a fully graded school should have a Kindergarten department. Its equipment is, of course, more expensive than that of the ordinary school. But it will repay the community very much better than the cheaper departments. Mrs. Catherine M. Condon, President of the Froebel Institute of Nova Scotia, who so vigorously aided in the introduction of the Kindergarten into the schools, is still aiding the movement in the public and educational press. The Truro and Dartmouth Kindergartens are doing good work in training teachers. Some of the most successful kindergartners in the Atlantic provinces have graduated from these schools, where they have practise as assistants while studying.

BOYS AND GIRLS.

From the tables it will be seen, pages 13 and 14, that the boys attending school are in the majority for the first five years, after which the proportion is reversed. In some grades of the high schools there are twice as many girls as boys.

HIGH SCHOOL STUDIES.

Beginning on page 15, the numbers taking the various subjects are shown. These include the county academies, the high schools in the shown. These statistics include the academies, the high schools in the

large towns, and the pupils advancing into high school work in the rural schools. It may be interesting to compare the numbers taking languages, for it is with reference to some of these subjects that high schools abroad are differentiated from each other:—

	English	Latin	French	Greek	German
All High School Grades	7320	1650	1754	108	298
County Academies	1842	968	852	102	179
Non-Academic High School Grades	5478	682	902	6	119

The lower figures are obtained by deducting the statistics of the county academies from the upper line containing the sums total for the province. French and Latin are the leading foreign languages; and the academic figures show that as a rule, in the academies, students are required to take at least one foreign language. This is not a regulation of the Education department, but one which is generally enforced by local school boards on the recommendation of the principal. The non-academic high school grades include individuals from perhaps several hundred rural schools. When a pupil completes his eighth grade course in a small rural school, he is more likely to take the English subjects in the advanced grades while he is waiting for the opportunity to engage in some expected employment. In other words, the excess of the 5,478 students in English over the sum of those in Latin and French, 1,584, correspond to those in the higher elementary or continuation classes of other countries, many of whom take no foreign language. In European countries modern foreign languages are practically a necessity, and are, therefore, required of teachers for the elementary schools in Germany and nearly all other continental countries. In Nova Scotia, French is the most necessary, on account of the extent of its use in the Dominion. As there appear to be many who think that foreign languages should occupy the same place on the program as any of the other subjects, the amount of work in each may be increased. This appears to be more necessary in the modern languages; which should be taught colloquially, so that after three or four years of study the language can be spoken with sufficient freedom for use in business.

THE TIME TO COMMENCE LATIN.

In the "old high schools" the pupils commence Latin about 9 years of age. It has been found difficult to introduce it earlier than the 12th or 13th year of age where the eight years elementary course articulates with the higher course. In all the high schools of Sweden, and in the rapidly increasing "reform schools" of Germany, the classical and non-classical schools are uniting in the three lower years, corresponding as respects age to our grades VI, VII and VIII, on a common course, Latin to be commenced at the same stage as in Nova Scotia, when the bifurcation into the classical and non-classical courses takes place. Here

is authoritative English opinion. Professor W. H. S. Jones, M. A., Perse School, Cambridge, England, in a paper just published, says on this point:—

Another point of great moment is the age at which Latin should be begun. It is now generally agreed that Latin and French should not be imposed together on young boys of nine or ten, but it is to be feared that in the mad rush for entrance scholarships to the public schools, this excellent rule is not carried out in practice. My own experience makes me believe that boys can begin Latin at twelve, Greek at fourteen, specialize at sixteen, and be quite ready to compete for university scholarships at eighteen or nineteen. In the case of boys who do not intend to specialize in classics, a very fair standard can be reached under the same curriculum by the seventeenth year.

He also says:—

I have mentioned in this paper a few points for teachers to thrash out so as to improve the methods of teaching Latin and Greek at present in vogue. The following objection has been made, and will in all probability, be made again. The present methods are the result of centuries of evolution; they have been improved up to the utmost, and if they are not a success, nothing will ever be satisfactory. It would not be difficult to show that the present methods are not normal; that they are the product of a period when education was a farce and when the ideals of a healthier period had fallen into decay. But I shall not lay any stress upon this, for it is enough to point out that conditions have entirely changed within the last thirty-five or forty years. The curriculum has been growing wider and wider; the time allowed for Latin has steadily decreased. Granted that the methods of forty years ago were successful then, they cannot produce the same or even nearly the same result at the present time. Unless some means be found of adapting the teaching of Latin and Greek to modern conditions and needs, classics must and will disappear entirely from the school curriculum. There are doubtless many who contemplate such a contingency with intense satisfaction. There are also many—and these include the majority of parents—who are apparently indifferent. I ask all such to study the question and try to reach the true conclusion. But I urge those who sincerely believe that the loss of classics would be an educational calamity to rouse themselves, and to bring their united efforts to bear upon the end which they desire to achieve.

The following statement by an American authority on college entrance requirements, the author of our first Latin text book on the course, William C. Collar, of the Roxbury Latin School, must also be of interest in this connection:—

The New England Association of Modern Languages passed at its last session, after thorough discussion, by a vote in which there were but three dissenting, a resolution that the colleges be asked to put French and German on an equality, as regards marks and importance in the college entrance examination, with Greek and Latin. That seems at first a somewhat startling proposition. I have no hesitation in saying that personally I am strongly in favor of it, and I wish to remind you, when I say that, that I am a classical teacher, that I earn my bread by teaching Latin and Greek; that there is no subject in the world that I love to teach so much as Greek; but we are confronted by a situation which is extremely interesting and it seems to me is going to be critical. There is no question that Greek is going out very fast in secondary schools. It is disappearing very rapidly, I have the best authority for saying, from the high schools of Massachusetts; and Massachusetts is the stronghold of the study of Greek in schools in this country. I personally believe that in two or three decades the study of Greek will be entirely eliminated from the public high schools of this and other states. It is not quite the same with regard to Latin. At first it seems to be the very opposite. There are more persons studying Latin now than ever before. The number has rapidly increased within a few years in the country

generally. But I have said before, and I repeat, my conviction is that, though Latin was never studied by so many persons as now, it was never so little studied as it is now. If Greek is likely at no distant time to be eliminated from the public high schools, if Latin is struck with dry rot, as I believe it is, and will continue to decay unless we can find some remedy for the existing conditions of things, especially through a larger allotment of time for Latin, what are we going to do, ladies and gentlemen? What is going to take the place of these traditional subjects in the training in language? It seems to me it is plain that we have got to do the best we possibly can with German and French.

It is true that Greek and Latin are to a large extent protected studies and subsidized studies. That protection and the subsidy cannot be expected very long to continue, and therefore it behooves us to consider—and consider in time, so that we shall have season for deliberation—what is best under the circumstances to do? I am not aware, Mr. President, that in any college in the land Greek or Latin is specially protected. So far as I know, and I think it must be true universally, the modern languages, French and German, and other modern languages, occupy a position of equality in colleges with Latin and Greek; but we see this astonishing anomaly, that it is not so in the preparatory schools.

In the last Report of the Board of Education, England, 1905-6, at page 51, the following statement is made respecting the English schools:—

The disappearance of Greek and even Latin from many of the schools under the Board's inspection makes English a more important branch of the curriculum than ever before. In many cases foreign languages are begun simultaneously, an arrangement that must lead to confusion in the mind of the pupil. This was the case in the last school referred to, while in another school of the same type, the pupils in Form I commenced Latin and French together. "Many of the "scholars in this Form are," says the Inspector, "of such low general attainment, "and in particular, so ill-grounded in English, that the acquirement of the "elements even of our foreign language constitutes a heavy tax upon their powers. "Having regard to all the circumstances of the school, it is, indeed, probable "that nothing is gained by the inclusion of a second foreign language in the school "curriculum."

THE OVER-PRESSURE COMPLAINT.

There has never been in the prescribed course of study in Nova Scotia such grounds for complaint under this head as in other countries. Even in the German Gymnasien, the ultra classical high schools, with Greek and Latin, Religion and German, the student must take French, History, Geography, Mathematics, including Arithmetic, Algebra and Geometry; Writing for two years, two hours a week; Drawing for four years, two hours a week; Natural Sciences for nine years, two hours a week, including Botany and Zoölogy for the first four years, followed by Chemistry and Physics the remaining five years. The German boys save a great deal of time lost in English schools by the simple spelling—within the last decade or two still further simplified by decree—and in Arithmetic by the possession of the simple metric system, which reduces all arithmetical work to the so-called simple rules. But making due allowance for all that, there is no fear of our classical educationists asking for the full German classical course.

Nor are our high school pupils stimulated to take up numerous high school subjects by the offer of money grants for each subject taken; nor

are money prizes offered by the government, as in Ireland, where we also find that the "Intermediate School" grant is calculated on the basis of the passes made by pupils in the subjects of the four high school grades.

In Nova Scotian high schools no one need attend the provincial examination, and not a cent of public grant is earned by the most brilliant success of the pupils of a school. Still, it appears that under the stimulus of unwise teachers, foolish parents, or ambitious students, too much is sometimes being attempted. But the fault does not lie in the course of study, for it is simpler and lighter than those of other countries, and not extensive enough even for present demands; nor is there a money inducement, as elsewhere, to tempt school boards to put pressure on students. Sometimes teachers in other respects good and sane, ply the pupil with details which are totally unnecessary at the particular stage. No matter how narrow a course, nor how few the subjects, if the teacher enthusiastically longs to cram all he knows about even one particular subject into the mind of the tender youth, there will not only be over-pressure, but permanent injury done to the child. No doubt, therefore, there is, under even our present conditions, over-pressure due to the injudicious action of untrained or badly balanced teachers, who cannot distinguish between the essential points or topics of a subject which the young student should clearly grasp, and the infinite detail which a university course or a lifetime of experience should be left to develop. Our greatest need, therefore, is such a training for our teachers as they obtain in European countries. The English, Scotch or Irish systems with so many partially trained teachers as we have, would quickly produce intolerable conditions.

THE UNIVERSITIES.

The Universities report a good year, on page 47. Correcting the total attendance for the year, as shown there, we have the following:—

King's College	52
Presbyterian College	26
Acadia College	155
Dalhousie College	362
St. Francis Xavier College	129
College Ste. Anne	53
Total attending colleges	777
Attended previous year	736
Increase	43

In the early part of the year, September, St. Francis Xavier celebrated its Jubilee anniversary in splendid form, with the harmonious coöperation of its sister universities. The occasion was not only a bril-

liant one, but an epoch-making event in the development of interdenominational courtesy.

Some time later, representatives of the leading universities in the Atlantic provinces, on the initiative of leading industrial and business men, met within the Province Building to assure the Government that should a worthy institution for the higher technical education be established in Nova Scotia, the universities would be disposed to affiliate with such an institution, instead of competing with it, only the more elementary work to be attempted in the universities. The means of these institutions, indeed, will be sufficiently taxed by improvements required in other directions. This agreement will no doubt greatly facilitate the development proposed.

A COLLEGE OF TECHNOLOGY.

or School of Engineering has for some time been a growing want. The numbers of students in the engineering courses started at Dalhousie and St. Francis Xavier prove the magnitude of the local demand. The natural resources of the Province make a large range of courses desirable. Civil, Mechanical, Electrical, Mining and Chemical Engineering, Metallurgy, Assaying and Research work are necessary to develop the various resources of the Province. The education of our own engineers at home will give us more men, men more likely to be interested in the development of local industries, men who understand our conditions of labor and know how to make the most of our peculiar environment, men whom we can know and therefore trust.

It will also help to give us qualified teachers, not only for our lower technical classes which are now becoming necessary; but for our higher schools, where it may be desirable to lay a special foundation for higher technical education, or teach special technical subjects.

In the valuable report of the Commission on Industrial and Technical Education, submitted in April last to the Legislature of Massachusetts, it is stated in agreement with this policy that,—

The commission recognizes that there should be no interference with the public school system as it exists by a separate authority having co-ordinate powers with those of the Board of Education, yet it believes that the elements of industrial training, agriculture, domestic and mechanical sciences should be taught in the public schools, and, as already stated, that there should be, in addition to this elementary teaching, distinctive industrial schools separated entirely from the public school system. The foregoing recommendations, together with the bill embodying the views of the Commission as to separate industrial schools, solves this problem.

Instruction in public elementary and high schools would naturally and logically lead to the entrance of students on the work of the independent industrial schools; and the Commission on Industrial Education, as recommended, would deal solely and entirely with such schools, thus abrogating the Act of 1872, *leaving the school authorities on their own initiative to introduce new industrial*

courses in the public schools. This avoids conflict, and insures harmony and a development of the system of industrial training so much to be desired.

. . . . In conclusion, the Commission is perfectly sensible of the fact that no comprehensive plan for securing industrial education can be created by the fiat of the Legislature; such a plan must be the result of practical experience, growing out of experiments.

THE COLLEGE OF AGRICULTURE.

A summary report of this institution and its successful inauguration is to be found in the Appendix, at page 166. In its affiliation with the Provincial Normal School, our authorities have taken a position which the Massachusetts Commission above quoted virtually recommends to its own Legislature, in the following words:—

In order to secure proper instruction for teachers in the elements of agriculture, there seems to be a necessity for some normal department or separate normal school. The Commission has considered two propositions; one, to establish a Normal School in the Agricultural College, and another to establish a separate Normal School. The Agricultural College has the plant and all the facilities for giving instruction in the elements of Agriculture to those desiring to become instructors in such elements It has, therefore, been considered the wiser plan to recommend a normal department in the existing Agricultural College, thus saving expense and avoiding the necessity of duplicating plants. It is undoubtedly a fact that some of the seniors in the Agricultural College are qualified to give instruction, thus utilizing the facilities of the college.

With the College of Agriculture under the special management of Principal Cumming, and the Provincial Normal School in charge of Dr. Soloan, scientific training and literary scholarship will be harmoniously and effectively combined, we have reason to expect, so as to give us teachers who may be as good models for those of other countries as the affiliated institutions have already become in their line.

MECHANIC, DOMESTIC, AND RURAL SCIENCE.

We have now organized and ready for extension as local needs may require, these three classes of special schools. In the near future, elementary technical schools for the greater industrial centres may develop.

Rural Science is a new term already widely used in educational literature, to take the place of the rather misleading term, Agricultural schools. Agriculture cannot be taught in connection with the public schools as *agriculture.* The most which we find can be effectually done is to turn the attention of the pupils to the interesting observation of the order of nature in developing the myriad living forms from the dead earth and empty air. When they discover how nature acts, they can put things so, that it will work for them. The school garden is their laboratory. The countryside is the little world where all these magical changes can be seen constantly going on. Five cents worth of seed can be so placed that in one short summer. after showing wonders in green leaves, beauty in marvellous flowers, mysteries in seed pods, it at last produces fifty cents—or one hundred cents—or two hundred cents—all

depending on the knowing how to take advantage of nature's ways. The principles of science underlying successful agriculture, can at this stage be made to reveal themselves, to capture the interest of the youth, and start a train of intelligent observation and constructive thought, which may later make him a power over his environment, and, therefore, possibly, a great man among his fellow citizens.

The grant given to encourage this side of education is very small when compared with those given to Mechanic and Domestic science. Yet there are several towns in the Province where advantage has not yet been taken of the liberal grants, necessary only to stimulate at first. As the general educational work grows, it is very probable that the grants to these subjects may be gradually reduced. Where the people find them to be of value, they will be subsidized by local effort as generously as are the other useful educational subjects.

THE INSPECTORS' REPORTS

are published in the Appendix, beginning at page 68, and give valuable information respecting the different divisions of the Province. The re-subdivision of the Island of Cape Breton into three inspectorates has already produced good results.

The next most necessary change is the reduction of the excessive inspectorate of Cumberland and West Colchester. The organization of Colchester county into a new inspectorate will be the most convenient solution of the difficulty. Cumberland, Pictou and Colchester counties will then make average inspectorial divisions.

James H. Munro, Inspector of Yarmouth and Shelburne counties for twenty years, following a teaching career of thirty-five years, has tendered his resignation, on account of the inconvenience of being afield when domestic conditions require his presence at home. The public will be glad to know that after fifty-five years of active, honest and most effective service as a teacher and inspector, he is still, perhaps, more able than younger men to perform the duties of so exacting a position. It is with regret his resignation is likely to be accepted; but a grateful country should be ready to recognize the merit of a service so unusually long, every year of which was one of honest and successful work.

SCHOOL SECTION PENSION SYSTEM.

On page 120 will be found the Report of the Halifax School Board, which is still leading in educational improvements. I direct attention to its adoption of a local pension scheme to supplement the annuity given by the Province to teachers whose term of service allows them to retire in its enjoyment. This policy is commended to the consideration of all school boards desiring to obtain the continuous service of competent teachers.

VACATION SCHOOLS.

The Halifax Board has also inaugurated a system of Vacation schools, which appears to have very successfully united holiday amusement with intellectual, physical and moral education, which places the city pupil who cannot take his vacation in the country on as favorable a plane, perhaps, as his rusticating schoolfellow.

EVENING SCHOOLS.

The Board is also carefully considering the inauguration of night schools for those who having passed the compulsory school age and requiring to work during the day are desirous of more education. Such schools can be organized by any school board, as "Evening Schools," under Regulation 142.

PROVINCIAL EDUCATIONAL ASSOCIATION RECOMMENDATIONS.

The Appendices contain many reports of interest, but reference need be made here to, perhaps, only one more, which will be found beginning at page 179. Although the convention did not meet exactly within the school year 1905-6, it naturally and conveniently comes in at the winding up of one year and the opening of the next.

MEDICAL INSPECTION OF PUPILS.

The resolution on this subject was briskly discussed, and recommends specifically, (1) a dental, (2) an optical, and (3) a general medical examination of pupils. Such examinations should be periodical. A dental examination appears, according to high authority, to be necessarily made by properly qualified dentists. A properly qualified general medical doctor would undoubtedly be competent to examine the eyesight and hearing as well as the general state of health. I am recommending that the law be so amended that school boards may have the power to make such arrangements whenever they believe it to be in the best interests of the public to do so.

For many years medical inspection has been carried out in France, Germany, England and other European countries; and although not introduced into the Boston schools until 1890, it has so approved itself to the judgment of the people that last year the imperative medical examination of pupils in every school section in the state was made possible. These facts alone should suggest that we are at present not doing our whole duty to our children, because we have not made provision against those slow and unnoticed diseases that are undermining the health of a large majority of pupils.

The child cannot look continuously at the blackboard or at his book. When he tries it he is often seized with a feeling of unrest or of pain.

The teacher thinks he is born bad. The boy, as well as his parents, may come to think so too. The cause of all may be a defect in the accommodation of the eye, which an optician could promptly detect and correct, and thus make a new boy of the pupil. The child is not likely to discover that his sight or his hearing is defective—not until some thought compelling incident in mature life forces it on his attention. So well known is this, that in the Provincial Normal School at Truro, a professor with a medical education trains the teacher how to test for defects in sight and hearing in their pupils. I do not see why we should not look forward to the day when every pupil entering school should not only have his age and parentage recorded in the register, but also his physical measurements, including weight, height, etc., character of the sight, hearing, general temperament, health, and health history. If this were done, it would not only interest teachers more in the health of their pupils, but none would come to hate school life on account of unsuspected physical defects, which even when not remediable, would be known and taken into consideration. Children often suffer from chronic or other affections of the nose, throat, teeth; or from contagious diseases of slow development; so that the examination may not only save the future health of the child affected, but of his associates in the school.

The Supervisor of the schools of the city of Halifax summed up his recommendation to the Board in the following statement:—

To make clearer the necessity for such an appointment and to justify the expenditure that would have to be incurred allow me to outline the duties that would be required of him:

1. To certify regarding the health of teachers applying for positions on our teaching staff or for leave of absence on account of illness. Some such provision as this is necessary in view of the existence of a Teachers' Pension System.

2. To examine pupils claiming exemption from the penalties of the Compulsory Attendance Act.

3. To inspect the sanitary conditions of the school buildings, premises and appliances.

4. To examine not less than three times a year all pupils suspected of any physical defects and to notify the proper authorities of any serious irregularities. Children on entering school should be examined.

5. To take special precautions against the spread of infectious diseases and in doubtful cases to visit the homes of patients for the sole purpose of examining the quarantining, but not to prescribe or in any way interfere with the rights of the family physician.

6. To instruct the teachers in the best methods of testing sight and hearing, of detecting adenoid growths, of examining the teeth, of noting the early symptoms of contagious and nervous diseases and mental fatigue. He should also deliver a series of lectures to the teachers on these subjects as well as on the more general principles of hygiene as related to school work.

All this seems a very formidable task for one man, but if he is a man of tact, sympathy, good judgment, and integrity if he has made somewhat of a specialty of eye, ear and throat diseases, and especially if he instructs the teachers and secures their confidence so that every one of them becomes his efficient assistant, nine-tenths of his work will be accomplished while not the least part of his reward will be the benedictions of the whole community for an indefinite time to come.

As he merely points out defects, gives advice, and refers every defective child to his family physician for treatment he runs no risks of antagonizing the members of his own profession. It should not be difficult for a very moderate sum to secure a vigorous young man who has potentially all the qualifications required, but who is not yet incumbered with the responsibility of an extensive and lucrative practice.

CONTRACT BETWEEN TEACHERS AND TRUSTEES.

Attention is called to this resolution on page 185. I must state, however, that the only incident bearing on this question during the last year made such a regulation a disadvantage to the teacher. The teacher had a similar or a two-year contract with the school board of a town. Being offered a higher salary in another section, she gave too short a notice to the school board, which withheld $25 of the last instalment of her salary, presumably to cover the cost of advertising for a new teacher, etc. The teacher's counsel appealed to the Education Department, which, instead of coercing the trustees, feared that the suspension of the teacher's license for violation of contract might be the proper course. Nothing has been heard of the case since; but the facts were reported to the Inspector for the discipline necessary.

HIGH SCHOOL PASS.

The recommendation with respect to high school passes of grades B, C, and D—that an aggregate of 400 on any six papers should merit a certificate—has been approved.

INCREASING THE NUMBER OF HIGH SCHOOL GRADES.

By reference to the minutes of the Association, published for the full information of all concerned, Appendix, pages 181-5, it will be seen that a recommendation was passed to change our present grades IX, X, and XI into a four years course, leaving grade A in its old place, although the sub-committee of the committee of nineteen had appointed special committees to consider its revision. Although, as President, I recommended the appointment of a committee to revise the whole course from grade I to grade XII, because as Superintendent I knew the difficulties involved, the motion appointing the committee of sixteen, which is now at work, gave it a free hand only in the common school grades. In the high school grades below XII, the committee was restricted to the discovery of an appropriate content for each title outlining the proposed new four grades. And grade XII was placed beyond the limits of revision altogether. The fact is, there was no time for deliberation—either in committee or in the convention—when the subject was dealt with. The proposed course would suit admirably for a few schools, however.

In some respects its suggestions may prove valuable for a provincial program, and should be tested as soon as possible. If this can be done without the labor and expense of reprinting registers and the

numerous statistical blanks, for which there will be no time this year, a measure of revision can be arranged to go into effect at the beginning of the next school year. These features are (1) a simplification of some of the courses provided in the Provincial program; and (2) the placing of foreign languages on the same plane generally as the other subjects. I am preparing suggestions with such an object, which I propose to submit to the consideration of the Advisory Board, before presentation to the Council, for publication in the April *Journal*.

I cannot recommend, however, (1) the interpolation of an extra grade below "A"; for this would make our course more top-heavy and objectionable than ever, while it would require the immediate revision and reprinting of nearly all our present forms, with the possibility of undoing it all a few years later.

The more economical and convenient method of forming a four years program would be to reconstruct the fourth year out of the present grade A, and to trim down the lower grades to the ideal desired. This would make an easy transition, enabling us to retain the same terms and forms for all the lower grades up to and including XI. Otherwise, the strain thrown upon our rural schools, of which several hundreds are now doing a little high school work with a few of their advanced pupils, can be imagined, when it is understood that foreign languages would be an imperative portion of all but the lowest grade, and that for preparation for matriculation in college or a teacher's license, except of the lowest class, there would need to be four classes of the same foreign language,—the first year, second year, third year, and fourth year. How could we expect these rural schools to function as the modern high schools or continuation classes which are coming into existence within the last few years under the special care of government in every progressive nation in the world, even in those with the best old high school systems, if the proposed system should be introduced, with our present "A" course on top of it all, with its three years course of ten subjects each?

FOREIGN LANGUAGES IMPERATIVE.

(2) Foreign languages have been imperative on our high school teachers since 1893, exactly on the same general lines adopted in Germany since 1900; and as is now the general rule in all countries. They are also imperative on our first class elementary teachers who do not pass through the Normal School—more than is required in some countries. Foreign languages are not so generally necessary here as in Europe, where every geographically small country has a different language. French is specially desirable in Canada; German is needed by the up-to-date scholar, be he in the literary, scientific or technical class; while Latin and Greek are necessary for some of the professions. But to make a foreign language imperative on all of high school grade, if not

a doubtful policy (which the practise of some authoritative modern systems tends to prove), would be, at least in Nova Scotia, a new policy. I cannot, then, in accordance with usual procedure, recommend its acceptance until it is adopted by some provincial authority after deliberate consideration and full discussion. No one desiring to do what is best, to obtain the fullest information for himself, and the collective opinion of the country, will object to a deliberation which may not only lead to wiser conclusions, but to a practically unanimous agreement.

The whole subject is so complex, the knowledge, the tastes, the experiences, and the prejudices of individuals so various, that countries which, like Germany in the middle of last century, thought that a single high school course which would be satisfactory to a few of the "best people" should be enforced on all, had to divide that course into three, and then, after that, to establish still different ones for teachers, for girls, for the general public passing through the common schools, for the various classes of mechanics, artisans, business, and the different industrial and technical occupations. We cannot expect, therefore, to find the solution a simple one, to be solved offhand, when at the very outset we cannot duplicate the best systems which can maintain their stability even for a few years.

The following passage from the magnificently comprehensive Report of the Education Commission of New South Wales, which has just been published, well expresses the sentiments of all serious students of public education:

Difficulty of creating a good Educational System.—So far, we have not yet sufficiently recognized that—to use the words of Professor Dr. Luigi Credaro, an Italian educationist and parliamentarian: "It is an easier matter to mobilize an army, build a man-of-war, to open up commerce and industry, to construct a railway, than it is to found a good educational system."

Excellence in such a system can be achieved only by a long-sighted and undeviating policy—a policy which will never be disturbed excepting after exhaustive criticism by educational experts.

Neither have we, so far, created a satisfactory or definite educational ideal, though that is a duty we should discharge without delay, for without it we cannot progress satisfactorily. That a controlling ideal is absolutely necessary will be recognized by any educationist who will give the matter his serious attention.

Effect of ill-considered Change.—In Italy it has been complained that its educational policy could never attain to a satisfactory condition, seeing that it is continually subject to change through "political cataclysms, which are the ruin of school systems." Each Minister, it is alleged, without having any special qualification as an educationist, has not hesitated to impress upon the scheme his particular ideas, with the result that the Italian system is said to be the victim of regulation after regulation "embodying neither organic development nor important educational principle."

The disposition so generally and generously manifested to make such modifications in our courses of study as the general advance of educational development and the special needs of our country call for, gives promise of an ultimate arrangement which may be unanimously accepted as the best possible in the circumstances.

I have the honor to be,

Your obedient servant,

A. H. MacKay,

Superintendent of Education.

PART II.

STATISTICAL TABLES.

PUBLIC SCHOOLS, COUNTY ACADEMIES, ETC.

TABLE I.—SCHOOL SECTIONS, &c., (GENERAL).

Nova Scotia, Year ended July, 1906.

COUNTY.	Total No. of School Sections.	No of Sections without School any part of the year.	Total No of Schools in session during any part of year.	No. of Schools in Session under 50 days.	50 and under 100 days.	100 and under 150 days.	150 and under 200 days.	200 and under full year.	Full year of 211 days.	Average No. of days all Schools were in session.	No. of Teachers.	No. of Licensed Assistants.	No of Teachers holding Normal School Diploma.	No of pupils registered at School during year.	Proportion of Population (census of 1901) at School during year	No. of School gardens for purposes of instruction.
Annapolis	107	3	127	.....	2	12	13	58	42	193.3	139	2	69	4,288	1 in 4.4	7
Antigonish	77	19	76	.....	....	4	10	31	31	201.3	76	3	25	2,585	1 " 5.2	.....
Cape Breton	116	38	214	6	4	9	40	149	6	188.7	229	.....	109	11,289	1 " 4.3	8
Colchester	120	7	156	.....	1	8	25	84	38	198 3	171	.....	84	5,621	1 " 4.4	16
Cumberland	151	10	216	1	5	6	30	136	38	196.1	230	.....	76	9,119	1 " 3.9	8
Digby	80	5	106	.....	2	3	16	43	42	202.1	117	1	57	4,646	1 " 4.4	7
Guysboro	92	14	95	.....	....	9	19	41	26	196.8	95	.....	31	3,715	1 " 4.9	.....
Halifax City	1	.....	162	.....	4	...	1	....	157	202.	162	.....	81	8,477	1 " 4.8	7
Halifax County	146	9	164	3	1	10	26	86	38	192.7	173	2	64	7,244	1 " 4.6	5
Hants	95	3	124	.....	2	5	24	63	30	198	139	1	65	4,536	1 " 4.4	.....
Inverness	146	30	132	.....	1	12	39	39	41	182.1	132	.....	48	5,094	1 " 4.7	.....
Kings	105	4	130	.....	2	4	18	57	49	200 3	142	....	55	4,898	1 " 4.4	.....
Lunenburg	147	13	174	.....	1	6	46	82	39	199.	181	1	62	7,438	1 " 4.3	11
Pictou	130	4	179	.....	3	14	26	95	41	197.6	195	...	52	6,504	1 " 5.1	4
Queens	45	7	55	.....	....	3	9	26	17	200.	61	.....	20	2,031	1 " 4.9	.....
Richmond	69	6	73	.....	2	3	11	33	24	198.	73	.....	30	2,630	1 " 5.1	.....
Shelburne	64	1	85	.....	1	2	5	46	31	204.2	85	....	26	3,125	1 " 4.5	.....
Victoria	62	12	53	.....	1	2	17	5	28	198	53	...	12	1,880	1 " 5.6	.....
Yarmouth	75	2	125	.....	1	3	12	68	41	203.7	125	.....	66	5,212	1 " 4.3	.....
Total, 1906	1828	187	2446	10	33	115	387	1142	759	197.4	2578	10	1032	100,332	1 in 4.5	73
" 1905	1836	165	2429	12	43	120	379	1273	602	197.7	2566	12	1068	100,252	1 " 4.5	103
Increase		22	17	.....	....	....	8	....	157	.....	12	.....	.....	80	.....	.....

TABLE II.—TEACHERS EMPLOYED (Classification and Analysis).

Nova Scotia, Year ended July, 1906.

County.	Male.							Female.							Total.		
	Academic. A (cl. & sc.)	Academic. A (cl.)	Academic. A (sc.)	First-Class. B.	Second-Class. C	Third-Class. D	Third (Prov.) D	Academic. A (cl. & sc.)	Academic. A (cl.)	Academic. A (sc.)	First-Class. B.	Second-Class. C	Third-Class. D	Third (Prov.) D	Males.	Females.	Total.
Annapolis	.....	2	.....	13	4	1	1	.....	1	1	27	52	33	4	21	118	139
Antigonish	.....	3	.....	4	8	4	.....	.....	.....	.....	4	22	25	6	19	57	76
Cape Breton	.....	3	4	10	17	8	2	.....	.....	1	34	92	54	4	44	185	229
Colchester	.....	2	1	5	3	1	.....	.....	.....	3	35	61	56	4	12	159	171
Cumberland	2	2	2	4	9	.....	.....	.....	1	1	46	89	69	5	19	211	230
Digby	.....	1	.....	7	9	4	.....	.....	.....	.....	9	37	45	5	21	96	117
Guysboro	1	.....	.....	3	4	5	.....	.....	.....	.....	12	26	38	6	13	82	95
Halifax City	1	7	1	6	4	1	1	.....	4	.....	65	68	2	2	21	141	162
Halifax County	.....	1	.....	1	7	5	.....	.....	1	.....	21	74	61	2	14	159	173
Hants	.....	2	.....	5	4	.....	.....	.....	1	.....	25	60	38	4	11	128	139
Inverness	.....	1	2	4	16	21	1	.....	.....	.....	10	21	51	5	45	87	132
Kings	.....	1	.....	7	.....	1	.....	.....	2	2	30	62	31	6	9	133	142
Lunenburg	.....	2	1	4	9	1	.....	.....	.....	1	22	63	77	1	17	164	181
Pictou	1	3	2	6	9	2	.....	.....	.....	1	30	81	50	10	23	172	195
Queens	.....	1	.....	1	.....	1	.....	.....	1	.....	11	21	24	1	3	58	61
Richmond	.....	1	.....	3	10	8	2	.....	.....	.....	3	18	26	2	24	49	73
Shelburne	.....	1	.....	6	5	2	.....	.....	1	.....	11	27	30	2	14	71	85
Victoria	.....	.....	1	2	6	8	.....	.....	.....	.....	4	14	15	3	17	36	53
Yarmouth	.....	2	4	8	3	2	.....	.....	.....	2	20	55	28	1	19	106	125
Total, 1906	5	35	18	99	127	75	7	.....	12	12	419	943	753	73	366	2212	2578
" 1905	4	42	18	98	121	88	15	.....	13	9	420	851	829	58	386	2180	2566
Increase	1	.....	.....	1	6	.....	.....	.....	.....	3	.....	92	.....	15	.....	32	12
Decrease	.....	7	.....	.....	.....	13	8	.....	1	.....	1	.....	76	.....	20	.....	.....

TABLE II.—TEACHERS EMPLOYED (Classification and Analysis).—*Continued.*

Nova Scotia, Year ended July, 1906.

County.	Licensed Ass'ts					Total Period of Service.										
	Males.	Females.	New Teachers	Old Teachers, but new to Section.	Teachers continued in the same section as previous year	No. whose total service as Teachers was one year or under.	Over one and up to two years.	Over two and up to three years.	Over three and up to four years.	Over four and up to five years	Over five and up to seven years	Over seven and up to ten years.	Over ten and up to fifteen years.	Over fifteen and up to twenty years.	Over twenty and up to thirty years.	Over thirty years.
Annapolis	2	.....	22	77	40	22	23	17	9	11	21	13	13	3	5	2
Antigonish	3	.....	10	32	34	20	6	8	5	6	5	5	8	4	7	2
Cape Breton	.....	.....	22	91	116	47	25	29	21	15	23	23	13	18	13	2
Colchester	.....	.....	30	87	54	53	24	22	14	14	12	14	10	5	2	1
Cumberland	.....	.....	45	129	56	85	32	25	16	11	25	19	8	5	3	1
Digby	.....	1	20	60	37	21	21	10	7	13	21	5	10	3	4	2
Guysboro	.....	.....	19	50	26	37	13	11	8	6	8	5	5	.....	1	1
Halifax City	.....	.....	12	1	149	12	4	3	8	11	17	21	18	27	25	16
Halifax County	.....	2	31	71	71	69	23	17	18	8	9	5	12	3	7	2
Hants	.....	1	27	84	28	36	22	14	7	5	17	15	9	3	9	2
Inverness	.....	.....	23	76	33	34	17	8	17	5	15	10	9	8	8	1
Kings	.....	.....	32	80	30	24	26	17	21	10	17	10	8	7	1	1
Lunenburg	.....	1	37	84	60	37	33	13	21	13	16	17	13	10	7	1
Pictou	.....	.....	39	84	72	75	20	17	16	14	15	13	13	3	8	1
Queens	.....	.....	16	29	16	16	9	8	5	1	5	7	6	2	2	....
Richmond	.....	.....	14	35	24	27	10	8	7	4	4	3	4	4	2	....
Shelburne	.....	.....	14	47	24	14	18	6	7	8	11	9	7	2	1	2
Victoria	.....	.....	13	21	19	13	13	5	6	6	3	2	1	1	2	1
Yarmouth	.....	.....	18	44	63	18	12	10	4	12	21	16	17	4	11	....
Total, 1906	5	5	444	1182	952	660	351	248	217	173	265	212	184	112	118	38
" 1905	5	7	441	1158	967	618	273	283	248	200	266	220	197	109	117	35
Increase	.....	.....	3	24	.....	42	78	.....	.....	.....	.....	.....	.....	3	1	3
Decrease	.....	2	.....	.....	15	.....	.....	35	31	27	1	8	13	.....	.....	

TABLE III.—TEACHERS EMPLOYED (Analysis of Academic, First and Second Classes).

Nova Scotia, Year ended July, 1906.

County.	Class A.—Males.									Class A.—Females.								
	Service one yr. or under.	Over one and up to three yrs	Over three and up to five yrs	Over five and up to seven years.	Over seven and up to ten yrs	Over ten and up to fifteen years.	Over fifteen and up to twenty years.	Over twenty and up to thirty years.	Over thirty years	Service one yr. or under.	Over one and up to three yrs	Over three and up to five yrs.	Over five and up to seven years.	Over seven and up to ten yrs.	Over ten and up to fifteen years	Over fifteen and up to twenty years.	Over twenty and up to thirty years.	Over thirty years
Annapolis								2			1				1			
Antigonish					1	1	1											
Cape Breton		1	2	2			2								1			
Colchester				1	1			1			1	1				1		
Cumberland				1	2		2		1		2							
Digby						1												
Guysboro			1															
Halifax City				1	1	3	2		2			2			1			1
Halifax County								1		1								
Hants							1	1									1	
Inverness					1	1	1											
Kings							1					3		1				
Lunenburg			1				1	1								1		
Pictou		1		1	2			2			1							
Queens								1									1	
Richmond			1															
Shelburne							1					1						
Victoria			1															
Yarmouth			1		2	1	1	1					1	1				
Total, 1906		2	7	6	10	7	13	10	3	1	5	7	1	2	3	2	2	1
" 1905	1	5	6	5	12	9	13	8	5		5	6	2	4	3		1	1
Increase			1	1				2		1		1				2	1	
Decrease	1	3			2	2			2				1	2				

TABLE III.—TEACHERS EMPLOYED (ANALYSIS OF ACADEMIC, FIRST AND SECOND CLASSES).—*Continued.*

Nova Scotia, Year ended July, 1906.

County.	Class B.—Males.									Class B.—Females.								
	Service one yr. or under.	Over one and up to three years.	Over three and up to five years.	Over five and up to seven years.	Over seven and up to ten years.	Over ten and up to fifteen years.	Over fifteen and up to twenty years.	Over twenty and up to thirty years.	Over thirty years.	Service one yr. or under.	Over one and up to three years.	Over three and up to five years.	Over five and up to seven years.	Over seven and up to ten years.	Over ten and up to fifteen years.	Over fifteen and up to twenty years.	Over twenty and up to thirty years.	Over thirty years.
Annapolis	....	2	1	4	1	2	1	2	....	1	9	5	7	2	1	....	1	1
Antigonish	....	1	1	1	....	....	....	1	....	....	1	1	1	....	....	....	1	....
Cape Breton	....	1	2	....	4	1	....	2	....	3	9	5	6	1	1	8	1	....
Colchester	....	4	....	....	....	....	....	1	....	4	14	3	1	7	4	2	....	....
Cumberland	1	2	1	....	....	....	....	....	....	11	5	11	7	8	3	....	1	....
Digby	....	2	2	2	....	....	1	....	....	1	....	2	3	1	1	....	1	....
Guysboro	....	1	....	1	....	....	....	....	1	2	3	3	1	2	1	....	....	....
Halifax City	....	1	1	....	....	....	....	3	1	5	3	9	8	10	3	15	10	2
Halifax County	....	1	....	....	....	....	....	....	....	1	6	8	3	2	1	....	....	....
Hants	....	3	....	1	....	....	....	1	....	1	10	2	7	2	1	1	1	....
Inverness	....	....	....	....	....	....	2	1	1	2	2	3	....	1	1	....	1	....
Kings	1	2	1	1	....	....	2	....	....	1	8	11	4	4	1	1	....	....
Lunenburg	1	1	1	....	....	1	....	....	....	....	5	7	2	5	1	1	1	....
Pictou	....	1	1	1	1	....	1	1	....	5	5	12	2	1	4	....	1	....
Queens	....	....	....	1	....	....	....	....	....	....	3	3	1	1	2	1	....	....
Richmond	....	1	1	....	....	1	....	....	....	1	....	1	....	....	....	1	....	....
Shelburne	....	3	1	....	1	1	....	....	....	....	2	3	3	3	....	....	....	....
Victoria	....	....	....	....	....	....	....	1	1	....	1	2	1	....	....	....	....	....
Yarmouth	....	....	2	1	1	3	....	1	....	1	2	5	6	3	1	....	2	....
Total, 1906	3	26	15	13	8	9	7	14	4	39	88	96	63	53	26	30	21	3
" 1905	7	18	16	13	9	7	7	15	2	48	89	88	75	50	26	24	17	3
Increase	....	8	....	....	....	2	....	....	....	....	....	8	....	3	....	6	4	....
Decrease	4	....	1	....	1	....	....	1	2	9	1	....	12	....	....	....	....	....

TABLE III.—TEACHERS EMPLOYED (ANALYSIS OF ACADEMIC, FIRST AND SECOND CLASSES).—*Continued.*

Nova Scotia, Year ended July, 1906.

County.	Class C.—Males.									Class C.—Females.								
	Service one yr. or under.	Over one and up to three years.	Over three and up to five years.	Over five and up to seven years.	Over seven and up to ten years.	Over ten and up to fifteen years.	Over fifteen and up to twenty years	Over twenty and up to thirty years.	Over thirty years.	Service one yr. or under.	Over one and up to three years.	Over three and up to five years.	Over five and up to seven years.	Over seven and up to ten years.	Over ten and up to fifteen years.	Over fifteen and up to twenty years.	Over twenty and up to thirty years.	Over thirty years.
Annapolis	....	2	1	....	....	....	....	..	1	13	12	8	7	4	6	2	....	....
Antigonish	1	....	2	....	....	....	....	3	2	2	4	5	....	3	4	3	1	....
Cape Breton	5	4	2	....	1	....	1	3	1	15	26	12	12	10	7	4	5	1
Colchester	1	1	1	....	....	....	....	....	....	16	13	18	5	1	6	1	....	1
Cumberland	4	1	1	....	1	1	1	....	....	32	20	14	7	9	3	2	1	1
Digby	4	2	1	1	....	1	....	....	....	6	12	4	6	2	4	1	1	1
Guysboro	2	....	1	....	....	1	....	....	....	11	5	5	2	1	2	....	....	....
Halifax City	....	....	1	1	1	....	....	1	....	5	3	6	5	9	11	10	11	8
Halifax County	3	1	2	....	....	....	....	1	....	25	20	7	4	1	9	2	5	1
Hants	2	..	....	1	....	....	....	1	....	13	13	9	5	7	6	1	4	2
Inverness	2	1	1	1	3	2	1	5	....	4	7	5	3	..	....	2	....	....
Kings	....	....	....	....	....	....	....	....	....	11	24	10	6	3	5	2	1	....
Lunenburg	4	3	....	....	....	....	1	....	1	12	17	12	5	5	5	5	2	....
Pictou	5	3	....	....	....	....	1	....	....	27	18	11	9	7	6	....	3	....
Queens	....	....	....	....	....	....	....	....	....	4	8	2	1	3	3	....	....	...
Richmond	3	3	1	....	....	....	2	1	....	7	3	5	1	....	2	....	....	....
Shelburne	2	....	1	1	....	....	....	....	1	1	9	2	3	4	5	1	1	1
Victoria	3	2	....	....	....	....	....	1	....	1	6	3	2	1	1	....	....	....
Yarmouth	2	1	....	....	....	....	....	....	....	4	15	5	10	6	10	1	4	....
Total, 1906	43	24	15	5	6	5	7	16	6	209	235	143	93	76	95	37	39	16
" 1905	30	27	16	10	4	9	8	13	4	163	195	149	78	85	88	38	41	14
Increase	13	....	....	....	2	....	....	3	2	46	40	....	15	....	7	....	....	2
Decrease	....	3	1	5	....	4	1	....	....	....	....	6	..	9	....	1	2	....

TABLE IV.—ATTENDANCE (QUARTERS).

Nova Scotia, Year ended July, 1906

County.	First Quarter.			Second Quarter				Third Quarter.				Fourth Quarter.			
	Total on register at end of quarter.	Average daily attendance.	Percentage of pupils enrolled in daily attendance.	Total on register at end of quarter	No. attended during quarter.	Average daily attendance.	Percentage of those attended during qtr in daily atten'ce.	Total on register at end of quarter.	No. attended during quarter	Average daily attendance.	Percentage of those attended during qtr. in daily atten'ce	Total on register at end of quarter.	No. attended during quarter.	Average daily attendance.	Percentage of those attended during qtr. in daily atten'ce.
Annapolis	3476	2504.	72.	3891	3561	2541.6	71.4	4036	3481	2462.4	70.7	4288	3510	2465.7	70.3
Antigonish	2097	1393.6	66.4	2350	2179	1449.	66.5	2458	2145	1458 9	68.	2585	2154	1399.	65.
Cape Breton	9406	6628.4	70.5	10194	9548	6559.4	68.6	10718	9577	6709.3	70.1	11289	9350	6427.1	68.7
Colchester	4823	3425.9	71.	5190	4822	3366.8	69.8	5349	4546	3167.4	69.6	5621	4738	3779.8	79.7
Cumberland	7769	5671.1	72.9	8409	7723	5237.1	67.8	8686	7438	5079.2	68.2	9119	7549	5132.1	67.9
Digby	3934	2813 3	71.8	4205	3802	2521.8	66.5	4389	3788	2433.4	64.4	4646	3721	2530.6	68.4
Guysboro	3007	1995.4	66.4	3347	3142	2060.5	65.6	3489	3035	1942.7	64.	3715	2950	1944.4	65.9
Halifax City	7709	6412.5	83.1	7988	7777	6209.1	79.8	8214	7766	6033.7	77.6	8484	7744	6196.5	80.
Halifax County	6052	4258.1	70.4	6532	6001	4151.3	69.2	6716	5821	3828 9	65.8	7190	5946	4151.2	69.8
Hants	3851	2822.4	73.3	4129	3698	2516.9	68.1	4268	3504	2410.8	68.8	4558	3685	2569.1	69.5
Inverness	3831	2353.	61.4	4468	4026	2474.8	61.4	4661	4029	2549.	63.2	5094	3999	2535.3	63.4
Kings	3951	2685.1	67.9	4531	4138	2750.3	66.5	4706	3967	2711.3	68.4	4979	3894	2602.1	67.7
Lunenburg	5817	4087.	70.3	6742	6347	4376.6	68.5	7045	6216	4215.6	67.8	7332	5882	4065.5	69.1
Picton	5630	4183.3	67.6	6015	5635	4030.5	66.9	6242	5413	3819.2	65.3	6504	5475	3987.7	66.1
Queens	1743	1238.1	71.	1820	1670	1161.	69.5	1952	1684	1145.3	68.	2031	1625	1167.4	71.8
Richmond	2169	1450.4	66.4	2357	2167	1447.7	66.8	2469	2157	1448.2	67.1	2630	2130	1342.3	63.
Shelburne	2708	1977.8	73.	2885	2695	1902.9	70.6	2997	2660	1788.9	67.	3110	2596	1864.	71.8
Victoria	1404	906.4	64.5	1672	1540	977.7	63.5	1778	1510	1048.9	69.5	1880	1471	919.7	62.5
Yarmouth	4500	3547.	78.8	4816	4655	3526.9	75.8	4988	4442	2310.8	74.5	5150	4319	3385.	78.
Total, 1906	83877	60352.8	71.9	91541	85126	59261.9	69.6	95161	83179	56563.9	68.	100205	82738	58464.5	70.6
" 1905	84039	59838.9	71.2	91228	84430	56645.4	67.3	94015	79405	50177.5	63.5	99798	85220	57258.6	67.7
Increase	.....	513.9	.7	313	696	2616.5	2.3	1146	3774	6386.4	4.5	407	.....	1205.9	2.9
Decrease	162	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2482	.....	.....

TABLE V.—ATTENDANCE, (Semi-Annual and Annual).

Nova Scotia, Year ended July, 1906.

County.	Half Years.				Whole School Year.					
	Days taught first half year.	Days taught second half year.	Total days' attendance first half year.	Total days' attendance second half year	Rectified annual enrolment.	Total days' attendance, whole year.	Daily present on an average.	Percentage of annual enrolment, daily present.	Average of quarterly percentages of attendance.	Rectified total days' attendance for whole year.
Annapolis	12185.	12371.5	259757.5	249138.5	4288	508896.	2578.1	60.1	71.1	508896.
Antigonish	7716.	7584.	144924.	144509.	2585	289433.	1440.7	56.2	66.5	289433.
Cape Breton	19408.5	20975.	651383.5	655564.5	11289	1306948.	6780.1	60.1	69.5	1306948.
Colchester	15587.	15364.5	366383.	332353.	5621	698736.	3371.8	57.2	67.7	698736.
Cumberland	21360.	21024.	575903.	515324.	9119	1091227.	5163.	56.6	69.2	1091227.
Digby	10771.	10595.5	278815.	253149.	4646	531964.	2598.4	56.3	67.8	531964.
Guysboro	9175.	9548.	202334.	199226.	3715	401560.	2002.8	54.	65.5	401560.
Halifax City	15900.5	16070.	638508.5	613883.	8477	1274043.	6247.	73.6	79.8	1274043.
Halifax County	15902.5	16030.5	423246.5	408632.5	7244	831879.	4197.1	57.9	68.8	831879.
Hants	12502.	12048.	275197.	250432.	4536	525629.	2269.5	57.5	69.9	525629.
Inverness	12405.	13[illegible]03.	251737.	247461.	5094	499198.	2566.6	50.4	62.1	499198.
Kings	12901.	13140.5	282201.	266411.	4898	548612.	2695.7	55.	67.6	548612.
Lunenburg	17156.	17287.5	426898.	419633.5	7438	846531.5	4236.2	57.	69.	846531.5
Pictou	17562.	17597.	420256.	395622.	6504	815878.	4048.2	55.4	65.8	815878.
Queens	5462.	5525.5	123996.5	119024.5	2031	243021.	1187.8	58.4	70.	243021.
Richmond	7440.	7160.	155652.	136678.	2630	292330.	1435.1	54.5	65.8	292330.
Shelburne	8879.	8477.	204352.	187063.	3125	391415.	1887.7	60.4	70.6	391415.
Victoria	4990.	5414.	89826.	101722.	1880	191548.	982.7	52.3	64.2	191548.
Yarmouth	13055.5	12405.	357585.	352725.	5212	710310.	3476.7	66.7	76.8	710310.
Total, 1906	240358.	241720.5	6128955.5	5848551.5	100332	11999158.5	59165.2	58.9	68.8	11999158.5
" 1905	237773.5	248376.5	5895755.5	5783544.	100252	11679319.5	56342.3	56.3	66.8	11679319.5
Increase	2584.5	....	233200.	65007.5	80	319839.	2822.9	2.6	2.	319839.
Decrease	....	6656.	....	....	....	....	....	....	....	....

TABLE VI.—STATISTICS OF ATTENDANCE, ENROLMENT AND SPECIAL SUBJECTS.

Nova Scotia, Year ended July, 1906.

County.	No. on Register whose Attendance during the whole year was						Analysis of Annual Enrolment.				
	Less than 20 days.	20 to 49 days	50 to 99 days.	100 to 149 days.	150 to 199 days.	200 days and over	Under 5 years of age.	Over 5 and under 15	15 years and over.	No. of Boys.	No. of Girls.
Annapolis	291	593	795	835	1512	262	59	3729	500	2142	2146
Antigonish	215	331	546	653	766	74	34	2210	341	1340	1245
Cape Breton	902	1399	1962	2662	4241	123	119	10481	689	5609	5680
Colchester	304	678	993	1221	2163	262	113	5003	505	2737	2884
Cumberland	747	1110	1579	2076	3254	353	154	8292	673	4447	4672
Digby	344	693	905	1015	1421	268	100	4214	332	2309	2337
Guysboro	310	601	746	775	1172	111	93	3413	209	1874	1841
Halifax City	214	599	717	1355	4936	676	171	7783	523	4222	4255
Halifax County	551	1028	1290	1647	2154	274	180	6707	357	3626	3618
Hants	314	627	787	953	1643	212	78	4025	433	2244	2292
Inverness	575	877	1187	1215	1108	132	74	4581	439	2653	2441
Kings	434	728	956	1033	1567	180	86	4220	592	2484	2414
Lunenburg	563	1119	1368	1566	2570	252	173	6768	497	3797	3641
Pictou	417	735	1052	1323	2672	305	77	5876	551	3261	3243
Queens	131	266	351	424	740	119	37	1838	156	980	1051
Richmond	225	382	550	564	783	126	51	2378	201	1374	1256
Shelburne	181	366	540	635	1181	222	57	2871	197	1529	1596
Victoria	193	274	450	428	481	51	23	1680	177	960	920
Yarmouth	206	562	811	858	2157	618	136	4705	371	2610	2602
Total, 1906	7117	12968	17588	21218	36821	4620	1815	90774	7743	50198	50134
" 1905	7547	13725	18780	22263	33741	4196	2060	90637	7555	40465	49787
Increase	.....	.....	.....	.....	3080	424	.....	137	188	.....	347
Decrease	430	757	1192	1045	....	.....	245	.....	.....	267	.....

TABLE VI.—STATISTICS OF ATTENDANCE, ENROLMENT AND SPECIAL SUBJECTS.—(*Continued*).

Nova Scotia, Year ended July, 1906.

County.	No. taking Special Subjects in Common School Grades							
	Agriculture.	Wood or Metal Work.	Domestic Science.	Needle Work.	Short-hand.	"Evening" School pupils		No. taking these special subjects only.
Annapolis	142	147	70	192	1			
Antigonish								
Cape Breton		522	135	400		119	*154	20
Colchester	35	125	154	129				
Cumberland								
Digby	2							
Guysboro								
Halifax City	53	167	202	1922				
Halifax County								
Hants		68	80	74	3			
Inverness								
Kings		111	112	23				
Lunenburg		136	149	157				
Pictou		207	232	112				
Queens								
Richmond							†104	
Shelburne	2							
Victoria								
Yarmouth		141	138	120				
Total, 1906	234	1624	1272	3129	4	119		20
" 1905	364	1883	1425	3636	39			20
Increase						119		
Decrease	130	259	153	507	35			

* Paper Work. † French.

TABLE VII.—CLASSIFICATION OF PUPILS.

Nova Scotia, Year ended July, 1906.

County.	No. of Pupils in each Grade during the Year.													
	Kindergarten		I.		II.		III.		IV.		V.		VI.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Annapolis	13	14	384	376	234	205	269	224	243	235	196	189	186	178
Antigonish	.....	.....	238	174	138	119	182	136	180	167	155	140	119	134
Cape Breton	57	48	1646	1541	865	774	853	786	744	707	507	549	393	379
Colchester	36	42	525	506	342	392	332	297	327	260	310	316	214	257
Cumberland	13	21	1310	1095	686	587	525	536	533	488	449	476	314	414
Digby	.....	.....	561	551	316	299	362	301	292	307	237	230	197	201
Guysboro	....	23	447	380	206	169	278	221	280	248	217	227	150	177
Halifax City	91	76	1126	937	516	512	553	578	616	496	419	404	306	360
Halifax County	88	97	876	720	548	412	514	457	457	496	391	416	291	310
Hants	6	3	528	433	222	238	255	228	309	256	251	231	176	186
Inverness	.....	.....	627	574	337	317	364	340	367	315	253	253	231	156
Kings	11	14	505	386	237	209	286	234	293	274	274	277	228	218
Lunenburg	15	17	838	712	477	453	542	418	573	453	483	419	356	312
Pictou	22	23	660	528	396	353	373	347	400	358	308	345	258	285
Queens	2	1	213	220	110	110	146	118	133	140	117	121	82	80
Richmond	.....	.....	385	287	182	127	188	185	207	189	105	134	109	88
Shelburne	....	....	393	324	194	180	236	217	204	184	170	214	123	118
Victoria	....	....	161	163	157	136	141	116	132	123	111	106	81	78
Yarmouth	.....	.....	718	620	413	399	330	326	319	331	272	265	185	177
Total, 1906	354	379	12141	10527	6576	5991	6729	6065	6609	6027	5225	5312	3899	4108
" 1905	424	405	10748	9479	7381	6510	6810	6052	6667	6163	5409	5197	4204	4207
Increase	....	.....	1393	1048	.....	.....	.....	13	....	.....	.....	115	.....	.....
Decrease	70	26	.....	.....	805	519	81	.....	58	136	184	.....	305	99

TABLE VII.—CLASSIFICATION OF PUPILS.—(*Continued*).

Nova Scotia, Year ended July, 1906.

County.	No. of Pupils in each Grade during the Year.											
	VII.		VIII.		IX.		X.		XI		XII.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Annapolis	194	182	163	175	164	200	58	96	38	72	.....	.....
Antigonish	95	115	61	106	68	100	42	40	27	8	35	6
Cape Breton	203	279	183	264	95	227	38	89	18	34	3	6
Colchester	222	220	186	234	156	236	52	135	21	74	13	15
Cumberland	233	383	197	300	120	197	55	122	11	53	1	.....
Digby	149	164	100	115	68	94	18	57	10	18	.....	.....
Guysboro	151	160	50	80	67	104	23	42	5	10	.....	.....
Halifax City	274	289	144	222	98	159	64	107	37	93	.....	.....
Halifax County	199	270	159	213	83	142	19	61	1	24	.....	.....
Hants	179	210	162	206	113	176	32	83	11	42	.....	.....
Inverness	206	185	178	169	70	93	13	31	7	8	.....	.....
Kings	196	187	169	141	166	256	78	157	41	61	.....	.....
Lunenburg	255	320	147	235	81	174	21	89	9	39	.....	.....
Pictou	284	282	273	274	175	258	68	122	29	61	15	7
Queens	70	81	56	67	30	47	16	44	5	22	.....	.....
Richmond	74	88	62	68	39	58	14	25	9	6	.....	1
Shelburne	94	116	59	92	36	91	16	40	4	20	.....	.....
Victoria	80	85	66	85	19	19	7	6	5	3	.....	.....
Yarmouth	162	179	73	101	85	116	34	57	15	27	4	4
Total, 1906	3321	3795	2488	3147	1733	2747	668	1403	303	675	71	39
" 1905	3562	3903	2724	3121	1696	2691	643	1216	313	612	80	35
Increase	.....	.....	.....	26	37	56	25	187	.....	63	.....	4
Decrease	241	108	236	.....	.....	.....	.....	.....	10	.....	9	.....

TABLE VIII.—ANALYSIS OF HIGH SCHOOL STUDIES, (GRADE IX).

Nova Scotia, Year ended July, 1906.

COUNTY.	English.	Latin.	French.	History.	Geography.	Algebra.	Geometry.	Arithmetic.	Bookkeeping.	Short-hand	Drawing.	Botany.	Physics.	Agriculture.	Wood or Metal Work.	Domestic Science.	Music (Vocal).	In Cadet Corps.	Taking full High School Course.	Taking partial High School Course.	Total of High School Grade.
Annapolis	352	17	25	351	352	340	320	359	346	1	342	304	322	18	50	24	138	27	276	88	364
Antigonish	168	70	64	163	163	162	164	166	164	...	166	159	157	9	30	40	40	..	146	22	168
Cape Breton	319	106	88	315	316	316	307	320	311	....	305	297	299	....	50	51	65	...	293	29	322
Colchester	377	101	50	381	383	376	370	388	381	..	373	347	335	1	....	....	31	23	323	69	392
Cumberland	271	46	39	276	278	279	259	283	270	....	271	241	271	4	....	....	47	....	289	28	317
Digby	131	4	35	131	138	145	132	162	147	...	130	116	124		...	...	27	2	94	68	162
Guysboro	164	40	46	156	159	166	150	168	160	...	153	140	141	3	....	....	1	...	134	37	171
Halifax City	253	176	128	252	252	247	246	255	245	8	255	105	105	...	...	....	51	89	246	11	257
Halifax County	202	3	....	207	212	205	205	212	201	....	205	191	187	...	33	...	7	....	173	52	225
Hants	281	29	27	278	180	267	253	282	270	....	275	245	261	...	11	13	26	...	226	63	289
Inverness	163	12	41	158	156	157	154	162	162	....	162	154	95		....	7	35	...	149	14	163
Kings	405	20	22	391	402	359	362	409	398	....	362	323	370	18	8	...	27	....	279	143	422
Lunenburg	246	12	22	250	251	250	237	255	245	....	237	210	218	...	3		48	2	199	56	255
Pictou	409	70	99	403	400	387	381	406	377	....	384	370	383	4	38	62	14	.	342	91	433
Queens	74	6	5	73	75	70	69	75	72	....	69	57	70	....	....	....	35	...	58	19	77
Richmond	97	10	28	93	97	97	96	97	94	..	93	93	96	...	...	....	....	....	88	9	97
Shelburne	124	27	2	113	126	123	109	126	126	2	120	122	115	....	....	...	65	....	119	8	127
Victoria	38	9	8	38	38	38	38	38	38	...	38	38	38	....	....	....	....	...	38	....	38
Yarmouth	192	34	65	194	196	190	167	201	197	...	194	151	147	1	26	19	58	22	157	44	201
Total, 1906	4266	792	794	4223	4174	4174	4019	4364	4204	11	4134	3663	3754	58	249	216	715	165	3629	851	4480
" 1905	4167	729	770	4129	4226	4083	3934	4323	4114	18	4110	3607	3432	54	295	265	994	133	3440	947	4387
Increase	99	63	24	94	....	91	85	41	90	...	24	56	322	4	....	...	....	32	189	.....	93
Decrease	....	....	....	....	52	....	....	...	....	7	...	....	....	...	46	49	279	....	....	96	....

TABLE IX—ANALYSIS OF HIGH SCHOOL STUDIES, (Grade X.)

Nova Scotia, Year ended July, 1906.

County.	English.	Latin.	Greek.	French.	German.	History.	Geography.	Algebra.	Geometry.	Arithmetic.	Bookkeeping.	Short-hand.	Drawing.	Chemistry.	Agriculture.	Wood or Metal Work.	Domestic Science.	Music (Vocal).	In Cadet Corps.	Taking full High School Course.	Taking Partial High School Course.	Total of High School Grade.
Annapolis	153	19	1	6	1	152	154	154	151	154	147	....	151	151	150	16	13	41	7	146	8	154
Antigonish	82	35	3	41	8	65	65	64	63	64	61	3	66	66	13	....	34	30	....	63	19	82
Cape Breton	127	49	2	42	12	126	126	124	122	127	122	....	123	123	54	17	15	47	....	122	5	127
Colchester	192	47	9	32	22	189	192	191	189	190	189	....	185	186	181	....	....	7	....	175	12	187
Cumberland	173	33	....	37	38	173	174	173	141	174	168	...	172	163	140	....	....	9	..	171	6	177
Digby	75	6	....	14	7	75	75	75	72	75	74	....	74	70	65	....	....	4	....	66	9	75
Guysboro	55	20	....	18	2	55	55	55	55	55	55	....	55	53	30	....	....	4	....	58	7	65
Halifax City	168	83	8	86	48	162	162	158	158	158	157	11	160	95	95	....	....	30	58	149	22	171
Halifax County	77	....	...	...	...	78	78	78	75	78	78	....	76	74	74	....	....	11	...	74	6	80
Hants	114	17	3	29	6	114	113	114	111	113	111	3	112	111	111	5	16	15	....	106	9	115
Inverness	44	8	....	22	....	43	43	44	44	44	44	....	44	43	36	....	8	15	....	43	1	44
Kings	226	20	....	13	....	224	229	214	217	232	225	....	215	209	212	13	17	14	....	191	44	235
Lunenburg	110	2	....	12	....	110	110	110	109	110	110	....	108	104	85	2	...	31	....	102	8	110
Pictou	187	76	3	88	26	184	184	181	183	184	180	....	179	180	171	1	10	3	....	177	13	190
Queens	57	11	...	27	....	58	60	60	59	60	59	....	57	55	55	....	....	39	....	53	7	60
Richmond	39	8	....	10	....	39	36	39	39	39	38	....	39	39	36	....	....	....	....	35	4	39
Shelburne	52	11	....	....	....	55	54	55	55	55	55	....	55	55	55	....	....	11	....	54	2	56
Victoria	13	5	...	1	..	13	13	12	13	13	12	....	12	13	13	....	...	....	....	12	1	13
Yarmouth	91	26	8	56	1	90	89	89	89	91	87	....	83	84	34	17	14	16	16	81	10	91
Total, 1906	2035	476	37	534	171	2005	2012	1990	1945	2016	1972	17	1966	1874	1610	71	126	327	81	1878	193	2071
" 1905	1788	480	39	476	151	1763	1774	1757	1718	1792	1746	31	1677	1670	1290	123	151	481	70	1664	195	1859
Increase	247	....	....	58	20	242	238	233	227	224	226	....	289	204	320	....	....	....	11	214	.....	218
Decrease	...	4	2	....	...	....	....	..	...	....	....	14	....	....	....	52	25	154	....	....	2	....

TABLE X.—ANALYSIS OF HIGH SCHOOL STUDIES, (GRADE XI).

Nova Scotia, Year ended July, 1906.

COUNTY.	English.	Latin.	Greek.	French.	German.	History.	Algebra.	Geometry.	Practical Mathematics.	Short-hand.	Physics.	Agriculture.	Physiology.	Wood or Metal Work.	Domestic Science.	Music (Vocal).	In Cadet Corps.	Taking full High School Course.	Taking Partial High School Course.	Total of High School Grade.
Annapolis	110	16	1	18	3	101	104	103	99	...	99	5	97	18	....	12	6	94	16	110
Antigonish	35	21	6	32	9	33	33	33	33	4	33	...	33	14	8	14	....	31	4	35
Cape Breton	54	4	....	18	...	50	50	50	50	..	50	18	50	6	7	11	....	50	2	52
Colchester	90	41	9	24	7	89	90	90	90	....	90	....	88	....	....	2	...	87	8	95
Cumberland	62	19	..	15	2	61	62	62	60	....	61	....	53	....	....	1	....	60	4	64
Digby	28	8	...	4	....	27	28	27	28	....	27	2	27	...	....	1	....	27	1	28
Guysboro	14	9	...	11	....	14	14	14	14	....	14	....	13	....	....	....	...	13	2	15
Halifax City	101	48	11	59	30	95	100	100	92	21	67	....	79	..	....	16	31	101	29	130
Halifax County	21	....	....	....	....	21	21	21	21	....	21	....	21	....	....	....	...	21	4	25
Hants	53	7	2	15	1	53	51	51	51	....	53	50	52	....	....	8	....	50	3	53
Inverness	15	4	...	8	....	15	15	15	15	....	15	..	15	....	3	6	....	15	...	15
Kings	98	22	....	37	...	98	101	100	93	....	98	96	102	....	....	....	....	91	11	102
Lunenburg	48	11	2	10	6	48	48	48	48	....	48	1	48	1	....	22	....	47	1	48
Pictou	88	53	13	59	21	88	89	88	89	....	89	....	88	....	4	....	....	88	2	90
Queens	27	7	...	6	....	27	27	27	27	....	24	13	26	....	....	16	....	23	4	27
Richmond	15	7	....	5	....	14	14	14	15	....	14	..	14	....	....	2	....	14	1	15
Shelburne	13	4	...	1	....	23	24	24	23	....	24	1	23	....	....	....	....	22	2	24
Victoria	8	4	....	4	....	8	8	8	8	....	8	....	8	....	....	....	....	8	....	8
Yarmouth	41	11	....	23	4	41	39	35	39	..	36	5	37	9	11	3	7	36	6	42
Total, 1906	921	296	44	349	83	906	918	910	895	25	871	191	874	48	33	114	44	878	100	978
" 1905	889	299	38	278	117	870	882	862	857	20	857	15	828	71	58	208	55	851	74	925
Increase	32	...	6	71	....	36	36	48	38	5	14	176	46	....	....	....	...	27	26	53
Decrease	....	3	....	....	34	....	..	...	....	....	....	...	....	23	25	94	11	....	.....	....

TABLE XI.—ANALYSIS OF HIGH SCHOOL STUDIES (GRADE XII).

Nova Scotia, Year ended July, 1906.

County.	English.	Latin.	Greek.	French.	German.	History.	Algebra.	Geometry.	Botany.	Physics.	Chemistry.	San. Science.	Psychology.	Zoology.	Geology.	Trigonometry.	Navigation.	Astronomy.	Taking full High School Course	Taking partial High School Course.	Total of High School Grade.
Annapolis	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Antigonish	37	38	15	37	9	36	12	11	....	37	13	8	21	4	6	10	6	5	36	5	41
Cape Breton	9	8	....	5	4	9	4	....	3	5	....	9	8	2	2	8	5	7	....	9	9
Colchester	25	18	4	13	12	19	19	20	16	19	12	11	13	14	16	19	18	13	24	4	28
Cumberland	....	....	....	....	....	....	....	....	1	....	1	....	1	....	....	1	....	....	....	1	1
Digby	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Guysboro	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Halifax City	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Halifax County	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Hants	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Inverness	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Kings	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Lunenburg	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Pictou	22	17	5	21	14	22	21	20	17	20	21	22	22	17	17	20	20	20	22	....	22
Queens	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Richmond	1	1	....	1	....	1	....	1	....	1	....	1	....	....	....	1	1	1	....	1	1
Shelburne	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Victoria	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Yarmouth	4	4	3	....	5	8	6	5	....	6	....	....	....	8	8	6	....	....	....	8	8
Total, 1906	98	86	27	77	44	95	62	57	37	88	47	54	65	45	49	65	50	46	82	28	110
" 1905	108	84	29	78	37	90	62	55	43	82	57	59	73	47	42	63	52	46	96	19	115
Increase	....	2	....	....	7	5	....	2	....	6	....	....	....	....	7	2	....	....	....	9	....
Decrease	10	....	2	1	....	....	....	....	6	....	10	5	8	2	....	....	2	....	14	....	5

TABLE XII.—SECTION FINANCES, &c.

Nova Scotia, Year ended July, 1906.

County.	No. of pupils enrolled not belonging to this School Section.	No. children in this Section from 5 to 15 years of age.	No. of these who did not attend School during the year.	No. under 21 years in section who are defective (a) in hearing, or (b) in seeing, who are not in attendance at the Provincial institutions provided for the Deaf and Dumb and the Blind, in Halifax.		Valuation of Property in section according to last assessment roll.	Value of all School property (grounds, buildings, furniture, apparatus, etc.), belonging to the sections.	No of School houses	No. of School rooms (departments with teachers)	Total amount voted at last annual and subsequent special meetings to be levied on the section for all School purposes.	Portion of the same for building and repairs, and instalment of building debt (if any).
				(a)	(b)						
Annapolis	183	3902	236	4	7	$4,034,345	$102934 00	99	130	$21616 50	$ 2330 40
Antigonish	268	2333	158	2	.....	1,762,154	27600 00	62	84	8762 00	828 10
Cape Breton	249	12126	1242	33	28	14,621,022	203709 00	104	214	112266 00	32968 80
Colchester	289	5276	288	2	.....	5,411,160	119415 00	122	155	26492 00	2907 00
Cumberland	349	8810	929	5	6	8,032,028	192889 00	149	214	67069 00	6548 00
Digby	128	4391	207	9	3	2,190,610	55251 00	76	109	18159 00	1543 39
Guysboro	124	3657	297	2	4	927,194	54153 00	79	95	15735 00	1861 00
Halifax City	95	7983	200	.....	.....	26,988,175	320000 00	26	157	125300 00	13900 00
Halifax County	157	7326	501	1	1	4,151,001	92597 00	144	164	30076 00	2461 95
Hants	147	4233	291	1	.....	3,903,226	116902 00	97	125	32309 00	1977 00
Inverness	499	4460	187	2	.....	1,376,468	47788 00	118	132	18539 00	2960 00
Kings	286	4431	329	.....	1	5,446,908	105323 00	103	132	24814 00	3600 00
Lunenburg	180	7515	727	4	2	4,871,593	123627 00	141	177	30942 75	5608 75
Pictou	345	6746	834	.....	.....	5,889 100	188154 00	136	183	46150 00	3267 00
Queens	65	1944	130	1	1	1,380,825	33504 00	43	55	9118 25	1003 25
Richmond	145	2380	165	1	1	737,155	27310 00	63	73	10139 00	1027 00
Shelburne	53	3208	293	3	4	1.409,120	72371 00	63	85	16893 00	2479 00
Victoria	252	1677	103	.....	.....	512,400	32000 00	50	55	8560 00	1380 00
Yarmouth	121	5208	492	7	5	6,131,606	134212 00	77	125	32765 00	2967 00
Total, 1906	3935	97706	7609	77	63	$99.776,085	$2048739 00	1752	2464	$655705 50	$91617 64
" 1905	3934	98083	8182	73	39	95,540,091	1971978 00	1732	2318	576560 32	68253 42
Increase	1	.....	.....	4	24	$4,235 994	$76761 00	20	146	$79145 18	$23364 22
Decrease	.....	377	573	.....	.....	.....	.....	.....	.....	.....	.....

TABLE XIII.—LABORATORIES, LIBRARIES AND APPARATUS.

Nova Scotia, Year ended July, 1906

County.	No. of pupils for whom accommodations are provided in a special room at one time.			School Libraries.					Value of Scientific and other collections in Museum Special Room.	No. of Wall Maps, Globes, Charts and Cabinets of Models, Specimens, etc.	Are there specimens or scientific apparatus not in a separate room, but in cases, etc., within the school room itself?	
	In Chemical or Physical Laboratory.	In Wood or Metal—Mechanical Laboratory.	In Domestic Science Laboratory.	No of Cases or Libraries.	No. of volumes at beginning of year.	Value of the same.	No. of volumes added during the year.	Value of the same			No. of Schools.	Estimated Value.
Annapolis	91	34	20	8	621	$ 297 50	310	$182 00	$ 787 00	511	20	$ 431 50
Antigonish	60	20	.....	3	6000	10000 00	.....	.....	800 00	256	2	635 00
Cape Breton	22	95	54	33	2765	1671 00	446	299 00	40 00	593	11	551 00
Colchester	40	41	40	11	745	659 25	230	117 00	786 00	675	17	781 50
Cumberland	73	1	.....	20	1157	531 84	504	167 40	152 00	848	9	171 00
Digby	.....	.....	.....	8	385	134 70	167	115 00	36 00	398	13	380 50
Guysboro	16	.....	.....	4	281	112 10	172	147 00	150 00	319	3	130 00
Halifax County	.....	.....	.....	15	402	200 41	7	9 25	.....	570	11	88 00
Halifax City	48	48	40	40	5566	2752 00	451	225 90	403 00	465	100	583 00
Hants	22	16	16	8	796	691 00	152	106 00	.....	565	20	265 00
Inverness	12	.....	.....	4	330	295 00	53	81 39	15 00	223	3	143 00
Kings	20	20	20	17	1336	742 00	52	39 00	113 00	683	22	431 00
Lunenburg	50	31	64	5	1103	804 25	99	130 25	775 00	626	6	242 55
Pictou	142	40	60	6	1770	2483 00	101	125 00	1510 00	822	6	67 00
Queens	20	.....	.....	1	99	143 20	7	2 35	305 00	223	4	80 00
Richmond	4	.....	.....	1	52	22 00	13	5 00	.....	221	5	152 00
Shelburne	22	.....	.....	21	2033	911 15	228	173 21	586 00	522	14	234 00
Victoria	8	.....	.....	1	3177	.....	.....	.....	162 00	.....	.....	.....
Yarmouth	68	16	20	28	2772	2318 95	262	126 62	45 00	489	17	210 50
Total, 1906	718	362	334	234	31390	$24769 35	3254	$2051 37	$6665 00	9009	283	$5576 55
" 1905	769	323	320	208	28029	26463 92	4280	2284 13	7503 45	9194	184	7175 80
Increase	.....	39	14	26	3361	.....	.....	.....	.....	.....	99	.....
Decrease	51	.....	.....	.....	.....	$1694 57	1026	$232 76	$838 45	185	.....	$1599 25

TABLE XIV.—VISITATIONS, EXAMINATIONS, ETC.

Nova Scotia, Year ended July, 1906.

County.	No. of			Visitations and Prizes						
	Defective.	Incorrigible.	Criminal.	No. of visits by Trustees and Secretary.	No of visits by Inspector and other school officers.	No of visits by other visitors	No. of pupils present.	No. of Parents and Visitors at Public Examination.	No. of Prizes awarded.	Value of Prizes awarded
Annapolis	22	13	....	297	135	2679	1944	1146	174	$ 115 40
Antigonish	5	1	....	295	107	1069	1021	478	135	46 65
Cape Breton	31	46	5	955	436	2318	5856	3851	180	145 95
Colchester	19	10	4	342	135	2165	2235	1464	95	43 75
Cumberland	26	43	17	481	267	3375	5204	1964	122	79 10
Digby	28	7	1	317	162	2348	1658	925	288	54 72
Guysboro	23	5	.....	353	132	1653	1373	874	80	34 65
Halifax City	.....	.....	.....	472	453	1508	6159	3247	51	13 20
Halifax County	26	8	.....	526	304	2488	3352	1881	196	64 90
Hants	21	5	2	270	168	1915	2622	1815	103	47 00
Inverness	12	14	2	773	204	2631	1921	737	82	49 15
Kings	19	17	....	276	198	2325	2576	2162	88	38 00
Lunenburg	13	5	.....	429	203	2552	3220	2735	222	55 04
Pictou	6	2	1	528	210	2711	3247	2008	180	94 25
Queens	10	7	....	99	71	952	935	745	32	15 15
Richmond	13	4	....	471	111	1510	989	247	101	17 65
Shelburne	13	5	1	181	.....	1885	1992	1095	67	27 59
Victoria	5	3	.....	237	78	1043	263	280	69	45 90
Yarmouth	25	8	.....	346	170	3557	2887	3273	193	194 50
Total, 1906	317	203	33	7648	3544	40684	49454	30927	2458	$1182 55
" 1905	.....	....	....	7764	3645	40104	50079	31184	2653	1363 25
Increase	.....	.....	.....	.....	.....	784	.....	.....	.....	.....
Decrease	.....	.....	....	116	101	.....	625	257	195	$180 70

TABLE XV.—AVERAGE ANNUAL SALARIES OF MALE TEACHERS.

Nova Scotia, Year ended July, 1906.

County.	Class A.—(Male).			Class B.—(Male).			Class C.—(Male).			Class D.—(Male).		
	Prov. Aid.	From Section.	Total.	Prov. Aid.	From Section.	Total.	Prov. Aid.	From Section.	Total.	Prov. Aid.	From Section.	Total.
Annapolis	$ 191 47	$ 670 00	$ 861 47	$ 109 43	$ 390 00	$ 499 43	$82 06	$ 150 00	$ 232 06	$54 71	$ 96 25	$ 150 96
Antigonish	173 16	576 84	750 00	109 43	313 25	422 68	82 06	171 00	253 06	54 71	141 25	195 96
Cape Breton	176 66	807 14	983 80	109 43	519 00	628 43	82 06	215 59	297 65	54 71	159 25	213 96
Colchester	173 25	813 33	986 58	109 43	499 41	608 84	82 06	521 66	603 72	54 71	115 00	169 71
Cumberland	191 42	704 46	895 88	109 43	428 75	538 18	82 06	251 11	333 17	.....	.....	.....
Digby	191 47	800 00	991 47	109 43	338 57	448 00	82 06	209 00	291 06	54 71	164 00	218 71
Guysboro	191 50	558 50	750 00	109 43	375 00	484 43	82 06	153 75	235 81	54 71	141 00	195 71
Halifax City	148 00	1025 00	1173 00	109 43	811 00	920 43	82 06	476 00	558 06	54 71	317 00	371 71
Halifax County	191 48	1008 52	1200 00	109 43	175 00	284 43	82 06	215 00	297 06	54 71	175 00	229 71
Hants	191 48	550 00	741 48	109 43	295 00	404 43	82 06	207 50	289 56	.....	.....	.....
Inverness	191 48	431 75	623 23	109 43	140 00	249 43	82 06	143 33	225 39	54 71	131 28	185 99
Kings	191 48	808 52	1000 00	109 43	379 28	488 71	.....	.....	.....	54 71	90 00	144 71
Lunenburg	191 48	696 66	888 14	109 43	307 50	416 93	82 06	130 00	212 06	54 71	100 00	154 71
Pictou	177 80	771 25	949 05	109 43	585 00	694 43	82 06	258 25	340 31	54 71	136 50	191 21
Queens	191 48	590 00	781 48	109 43	400 00	509 43	.....	.....	.....	54 71	100 00	154 71
Richmond	191 48	750 00	941 48	109 43	260 00	369 43	82 06	170 00	252 06	54 71	125 50	180 21
Shelburne	191 48	575 00	766 48	109 43	285 83	395 26	82 06	141 00	223 06	54 71	150 00	204 71
Victoria	191 48	500 00	691 48	109 43	240 00	349 43	82 06	185 00	267 06	54 71	180 00	234 71
Yarmouth	136 77	750 00	886 77	109 43	389 37	498 80	82 06	191 00	273 06	54 71	140 00	194 71
Average, 1906	$182 88	$704 57	$887 45	$109 43	$375 36	$484 79	$82 06	$222 89	$304 95	$54 71	$144 82	$199 53
" 1905	185 29	681 93	867 22	110 24	357 88	468 12	82 68	198 79	281 47	55 12	150 24	205 36
Increase	.....	$22 64	$20 23	.....	$17 48	$16 67	.....	$24 10	$23 48	.....	.....	.....
Decrease	$2 41	.....	.....	$0 81	.....	.....	$0 62	.....	.....	$0 41	$5 42	$5 83

TABLE XVI.—AVERAGE ANNUAL SALARIES OF FEMALE TEACHERS.

Nova Scotia, Year ended July, 1906.

County.	Class A.—(Female).			Class B.—(Female).			Class C.—(Female).			Class D.—(Female).		
	Prov. Aid.	From Section.	Total.	Prov. Aid.	From Section.	Total.	Prov. Aid.	From Section.	Total.	Prov. Aid.	From Section	Total.
Annapolis	$ 164 13	$ 330 00	$ 494 13	$ 109 43	$ 188 33	$ 297 76	$ 82 06	$ 136 25	$ 218 31	$ 54 71	$ 112 67	$ 167 38
Antigonish	.....	.....	.....	109 43	167 50	276 93	82 06	141 00	223 06	54 71	111 82	166 53
Cape Breton	118 57	400 00	518 57	109 43	284 12	393 55	82 06	233 21	315 27	54 71	186 95	241 66
Colchester	154 68	310 00	464 68	109 43	211 12	320 55	82 06	162 93	244 99	54 71	116 02	170 73
Cumberland	164 12	287 50	451 62	109 43	210 12	319 55	82 06	161 48	244 54	54 71	123 38	178 09
Digby	.....	.....	.....	109 43	185 56	294 99	82 06	146 25	228 31	54 71	119 64	174 35
Guysboro	.....	.....	.....	109 43	222 91	332 34	82 06	157 00	239 06	54 71	124 58	179 29
Halifax City	151 00	525 00	676 00	109 43	384 00	493 43	82 06	336 00	418 06	54 71	217 00	271 71
Halifax County	150 00	150 00	300 00	109 43	217 00	326 43	82 06	172 00	254 06	54 71	129 00	183 71
Hants	180 00	370 00	550 00	109 43	191 40	300 83	82 06	159 42	241 48	54 71	124 05	178 76
Inverness	.....	.....	.....	109 43	183 75	293 18	82 06	148 25	230 31	54 71	134 52	189 23
Kings	123 09	464 41	587 50	109 43	200 00	309 43	82 06	153 70	235 76	54 71	139 17	193 88
Lunenburg	164 13	420 00	584 13	109 43	169 00	278 43	82 06	138 56	220 62	54 71	112 20	166 91
Pictou	164 13	570 00	734 13	109 43	190 81	300 24	82 06	138 20	220 26	54 71	118 41	173 12
Queens	164 13	526 00	690 13	109 43	176 50	285 93	82 06	142 64	224 70	54 71	107 17	161 88
Richmond	.....	.....	.....	109 43	255 00	364 43	82 06	146 11	228 17	54 71	116 43	171 14
Shelburne	191 50	375 00	566 50	109 43	181 82	291 25	82 06	144 52	226 58	54 71	116 00	170 71
Victoria	.....	.....	.....	109 43	200 00	309 43	82 06	175 00	257 06	54 71	150 00	204 71
Yarmouth	136 77	280 00	416 77	109 43	227 75	337 18	82 06	179 45	261 51	54 71	133 62	188 33
Average, 1906	$155 86	$385 22	$541 08	$109 43	$212 98	$322 41	$82 06	$166 94	$249 00	$54 71	$131 19	$185 90
" 1905	152 65	367 57	520 22	110 24	202 12	312 36	82 68	162 58	245 26	55 12	122 93	178 05
Increase	$3 21	$17 65	$20 86	.....	$10 86	$ 9 05	.....	$4 36	$3 74	.....	$8 26	$7 85
Decrease			.....	$0 81	.....	.....	$0 62	.....	.....	$0 41	.....	.....

TABLE XVII.

Apportionment of County Fund to Trustees for Year ended July, 1906.

Municipalities.	Grand total days attendance made by all the pupils.	On account of Teachers employed.	On account of average attendance of Pupils.	On account of Pupils attending Halifax Sch. for Blind	On acct of Pupils attending Deaf & Dumb Inst, Halifax.	Total amount appropriated.	Amount per Pupil in attendance the full year.
Annapolis, County of	487,953	$ 3047 65	$ 3547 38	.....	.....	$6595 13	$1 47
Antigonish, "	288,518	1912 66	2493 35	$ 360 00	.....	4766 01	1 78
Cape Breton, "	1,339,473	4993 45	10064 16	990 00	* $1163 00	17210 61	1 56
Colchester, West, and Stirling, Dist. of	291 430	1741 55	1795 16	.....	.....	3536 71	1 22
Colchester, South, District of	419,214	2092 99	2576 38	540 00	20 00	5229 37	1 28
Cumberland, County of	1,091,227	5119 18	6503 81	405 00	630 00	12657 99	1 24
Digby, District of	301,638	1658 31	2044 06	180 00	225 00	4107 37	1 35
Clare, "	246,745	1136 02	1688 79	180 00	.....	3004 81	1 40
Guysboro, "	302 255	1701 28	2200 47	720 00	180 00	4801 75	1 42
St. Mary's, "	99,397	633 59	1077 49	.....	.....	1711 08	2 25
Halifax, County of	831,879	4082 73	6507 10	540 00	630 00	11759 83	1 60
Hants, East, District of	216,647	1494 14	1605 86	90 00	90 00	3280 00	1 48
Hants, West, "	305,186	1610 67	2178 93	180 00	180 00	4149 60	1 46
Inverness, County of	499,474	3258 53	4274 82	180 00	810 00	8523 35	1 70
Kings, "	550,129	3386 74	3571 21	270 00	450 00	7677 95	1 30
Lunenburg and New Dublin, District of	707,289	3569 08	4587 45	360 00	810 00	9326 53	1 35
Chester, District of	145,526	694 79	1316 75	.....	.....	2011 54	1 86
Pictou, County of	837,230	4360 33	6720 32	270 00	360 00	11710 65	1 76
Queens, "	242,498	1375 73	2022 82	90 00	90 00	3578 55	1 71
Richmond, "	282,705	1876 34	2590 17	.....	270 00	4736 51	1 81
Shelburne, District of	186,082	1159 80	750 20	270 00	270 00	2450 00	85
Barrington, "	205,332	962 18	1238 42	90 00	270 00	2560 60	1 27
Victoria, County of	192,596	1338 64	2337 36	.....	.....	3676 00	2 53
Yarmouth, District of	396,698	1765 55	2467 50	180 00	180 00	4593 05	1 31
Argyle, "	315,103	1402 16	1671 69	270 00	90 00	3433 85	1 12
Total, 1906	10,782,224	$56374 19	$77831 65	$6165 00	$6718 00	$147088 84	$1 52
" 1905	10,535,288	55940 42	80005 10	5760 00	4725 00	146430 52	1 61
Increase	246,936	$433 77	.....	$405 00	$1993 00	$658 32	.....
Decrease	.....	.....	$2173 45	.....	.....	.....	$0 09

* This amount includes $325 00 for the year ended July, 1905.

TABLE XVIII.

SPECIAL GOVERNMENT AID TO POOR SECTIONS, 1906.

COUNTY.	Paid by Government over and above the ordinary Aid towards Salaries of Teachers employed in Poor Sections.		TOTAL.
	First Half Year.	Second Half Year.	
Annapolis	$ 108 75	$129 40	$238 15
Antigonish	40 25	44 07	84 32
Cape Breton	42 99	61 95	104 94
Colchester	81 95	68 67	150 62
Cumberland	95 06	102 84	197 90
Digby	126 44	131 93	258 37
Guysboro	53 77	80 37	134 14
Halifax Co	150 00	150 00	300 00
Hants	146 92	134 81	281 73
Inverness	142 59	157 41	300 00
Kings	143 35	156 65	300 00
Lunenburg	102 26	108 31	210 57
Pictou	94 71	98 89	193 60
Queens	61 92	74 08	136 00
Richmond	105 77	98 69	204 46
Shelburne	49 07	43 36	92 43
Victoria	44 95	61 60	106 55
Yarmouth	73 60	70 42	144 02
Total, 1906	$1664 35	$1773 45	$3437 80
" 1905	1712 89	1689 86	3402 75
Increase	.....	$83 59	$35 05
Decrease	$48 54	.....	.....

TABLE XIX.

POOR SECTIONS—SPECIAL MUNICIPAL ALLOWANCE.

MUNICIPALITIES.	Number of these Sections having Schools.	Amount of Municipal Fund paid to these Schools over and above ordinary allowance.
Annapolis, County of.....	24	$ 344 53
Antigonish, "	6	129 92
Cape Breton, "	9	160 82
Colchester, "	14	219 41
Cumberland, "	16	216 92
Digby, District of.....	13	235 08
Clare, "	5	102 15
Guysboro, "	10	183 39
St. Mary's, "	2	36 52
Halifax, County of.....	27	524 39
Hants, East, District of	11	153 86
Hants, West, "	9	160 87
Inverness, County of	21	425 53
Kings, "	26	445 44
Lunenburg and New Dublin, District of	10	177 62
Chester, District of.....	3	66 27
Pictou, County of	16	280 67
Queens, "	8	136 68
Richmond, "	15	330 54
Shelburne, District of.....	4	53 04
Barrington, "	3	43 27
Victoria, County of.....	9	200 05
Yarmouth, District of.....	5	95 08
Argyle, "	8	149 77
Total, 1906.....	274	$4871 82
" 1905..... ..	278	4786 15
Increase.	....	$ 85 67
Decrease	4	.....

TABLE XX.—COUNTY ACADEMIES.

Academies.	Instructors.	Class of License.	Annual Salary	Department or Subjects Taught. (Subjects are given briefly by Numbers).	Hours per Day.
Annapolis	W. H. Magee, Ph D	A. cl.	$850 00	All subjects in Grade XI. Nos. 91, 92, 93, 95, 96, 98 101, 102, 107, 108 in Grade X. Nos. 91, 92, 94, 96, 98, 105, in Grade IX	5
	A. Boyd Crowe	C.		Nos. 97, 99, 104 in Grade X. Nos. 97, 99, 101, 102, 104, 106, in Grade IX and Mechanic Science	5
Antigonish	Rev. Alex. Thompson, D. D., LL. D.	A. cl.	750 00	Nos. 96, 111	5
	Rev. J. J. Tompkins, M. A	A. cl.	750 00	" 93, 98	5
	Rev. Hugh McPherson, D D	A. cl	750 00	" 94, 95, 99, 107, 113	5
	Sister St. Leonard	B.	180 00	" 91, 92, 99, 116	5
	Andrew McGillivray	B.	500 00	" 98, 99, 100, 101, 104, 106, 112	5
Cape Breton	J A. Armstrong, B. A	A. cl.	1100 00	" 93, 96, 97, 98, 99, 100 106, 109, 111, 114	5
	F. I. Stewart, B. A	A. cl.	1000 00	" 91, 92, 99, 101, 104, 105, 106 107, 108, 115	5
	J. M Leonard	B,		French	1
	Emma Lorway			German	1
	J. C. Dawson			Mechanic Science	5
	Myrtle McCallum			Domestic Science	5
Colchester	W. R. Campbell, M A	A. cl.	1200 00	Nos. 92, 93, 109	4¾
	J. E. Barteaux	B.	1000 00	" 99, 105, 106, 107, 108	4¾
	L A. Richardson, B. A	A. cl.	550 00	" 95, 99, 102, 104	4¾
	E. Mary McDougall, B. A	A. cl.	550 00	" 92, 94, 96, 97	4¾
	D G. Davis, B. A	C.	775 00	" 91, 93, 96	4¾
	D. Maclean, B Sc	C.	810 00	" 91, 96, 98, 101, 110, 111	4¾
	L. A. DeWolfe, M Sc	A. sc.	900 00	" 98, 100, 105, 106, 112, 113, 114, 115, 116	4¾
Cumberland	E J. Lay	A. cl.	1300 00	" 92, 94, 96, 98, 99, 100, 105, 106, 114, 115	5
	N. D. McTavish	A. sc.	900 00	" 95, 97, 98, 99, 101, 102, 104, 106, 107, 108	5
	Anna L. Bigney	B.	300 00	" 91, 96, 97, 99, 101	5
Digby	Rupert F. Morton, B A.	A. cl.	800 00	All subjects	4¾
Guysboro	Alex. R. McBain, B A	A. sc.	750 00	"	4¾
Halifax	Wm T. Kennedy	A. cl.	1600 00	Nos. 96, 97, 99	4
	Sylvanus A. Morton, M. A	A. cl	1250 00	" 98 100, 101, 102, 104	4
	Sarah Katherine Mackintosh	A. cl.	900 00	" 91, 96, 97	4
	Florence A Peters	B.	850 00	" 91, 98 101, 102	4

TABLE XX.—COUNTY ACADEMIES—*Continued.*

Academies.	Instructors.	Class of License	Annual Salary.	Department or Subjects Taught. (Subjects are given briefly by Numbers).	Hours per Day.
Halifax	Jotham W. Logan	A. cl.	$1200 00	Nos. 92, 93	4
	Joseph B. McCarthy	B.	1100 00	" 105, 106, 107, 109	4
	Ella May Bigney	B.	600 00	" 94, 95	4
	Katherine F. Hill	.....	250 00	" 104	....
	Eleanor M. MacDonald	C.	500 00	" 103	4
Hants	John Arnold Smith, M A	A. cl.	1000 00	" 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 106, 107, 109	4¾
	Antoinette Forbes, B. A	A. cl.	550 00	" 91, 92, 94, 96, 97, 98, 99, 101, 102, 104, 105, 106	4¾
Inverness	Edmund B. Smith, B. A	A. cl.	800 00	All subjects	5¼
Kings	W. A. Creelman	A. cl	1000 00	Nos. 91, 94, 98, 99, 100, 101, 102, 105, 106	4¾
	Theresa Farrell	A. cl.	675 00	" 96, 97, 99, 101, 102, 104, 109	4¾
	Pauline McDonnell	A. cl.	500 00	" 91, 92, 93, 94, 96, 97, 98	4¾
Lunenburg	B. McKittrick, B A	A. cl.	1100 00	" 93, 94, 97, 98, 99, 100, 101, 102, 105, 106, 107, 108, 109, 114, 115	5
	Minnie C. Hewitt	A. sc.	600 00	" 91, 92, 93, 95, 96, 98, 99, 101, 102, 104	5
Pictou	Angus N McLeod	A. cl.	800 00	" 97, 98, 100, 101, 102, 106, 114, 115, 116	4
	Clarence L. Moore, B. A	A. cl.	1000 00	" 99, 105, 106, 107, 109, 110, 112, 113	4
	Henry F. Munro, B. A.	A. cl.	900 00	" 91, 96, 97, 109	4
	Robt. Maclellan	A. cl.	1200 00	" 92, 93, 94, 95	4
Queens	Howard S. Freeman, B. A	A. cl.	800 00	" 92, 98, 99, 100, 101, 102, 104, 106, 107, 119	4¾
	Jennie E. Mullins	A. cl.	700 00	" 91, 94, 96, 97, 98, 101, 105, 106	4¾
Richmond	Wm. A Macdonald, B. A	A. cl	750 00	All subjects	5¼
Shelburne	C. Stanley Bruce	A. cl.	775 00	"	5
Victoria	Chas. W. Stramberg	A. sc.	750 00	"	5
Yarmouth	Willard F. Kempton	A. cl.	1200 00	Mathematics	5
	Geo. D. Blackadar, B. A	A. cl.	850 00	Classics and Modern Languages	5
	Harold J. Wyman	A. sc.	800 00	Science	5
	Jas. H. Bingay	A. sc.	750 00	English and History	5

TABLE XX.—COUNTY ACADEMIES.—*Continued.*

County.	First Quarter.			Second Quarter				Third Quarter.				Fourth Quarter			
	Total pupils on register at end of quarter 16	Average daily attendance. 17	Pecentage of pupils in daily attendance. 18	Total pupils on register at end of quarter 19	No. attended during quarter 20	Average daily attendance. 21	Percentage of pupils in daily attendance. 22	Total pupils on register at end of quarter. 23	No. attended during quarter. 24	Average daily attendance. 25	Perventage of pupils in daily attendance. 26	Total pupils on register at end of quarter. 27	No. attended during quarter. 28	Average daily attendance 29	Percentage of pupils in daily attendance. 30
Annapolis	50	38.8	77.7	51	47	40.2	85.6	52	46	38.9	84.5	53	47	38.2	81.3
Antigonish	204	170.7	82.	221	219	174.3	80.9	230	205	183.5	85.	231	189	167.3	86.4
Cape Breton	96	68.	70.1	101	92	67.6	73.5	103	80	62.4	78.	104	67	54.5	81.4
Colchester	223	193.8	86.8	247	239	187.5	79.5	253	224	184.6	84.1	250	211	181.4	86.4
Cumberland	82	73.7	90.	88	87	73.4	84.4	88	83	70.2	84.6	88	78	64.6	82.8
Digby	24	18.3	76.2	26	25	18.	72.	28	25	20.5	80.2	28	20	17.5	87.
Guysboro	39	32.1	82.3	40	36	27.6	76.7	41	34	27.3	80.5	41	32	25.7	80.3
Halifax	377	342.1	90.7	389	384	337.3	87.8	391	371	307.9	83.	392	330	278.4	84.4
Hants	60	51.5	85.9	62	60	46.8	78.	62	53	44.9	84.7	62	49	40.8	83.2
Inverness	26	20.5	78.8	28	27	24.1	89.3	29	28	23.2	82.9	29	23	20.9	90.8
Kings	90	70.	77.9	94	87	70.5	81.1	97	83	66.3	80.6	98	73	55.8	76.9
Lunenburg	76	64.4	84.7	79	73	62.9	86.1	80	71	59.8	84.2	80	68	56.	82.3
Pictou	143	123.6	85.2	153	148	125.3	85.5	156	144	125.3	87.9	157	130	106.6	80.9
Queens	57	42.7	74.4	59	54	39.3	72.8	59	49	35.8	73.	59	40	31.5	78.8
Richmond	34	28.8	84.7	35	35	30.4	86.7	35	34	26.4	77.6	36	31	27.5	88.7
Shelburne	18	16.5	91.5	20	20	17.	85.	22	22	17.2	78.2	22	19	17.	89.5
Victoria	31	20.3	60.1	32	30	24.6	82.	32	27	24.7	91.3	33	28	25.2	90.
Yarmouth	129	118.	91.5	130	126	115.4	91.6	131	122	109.1	89.4	132	115	105.	91.3
Total, 1906	1759	1493.8	84.9	1855	1789	1482.2	82.9	1889	1701	1428.	83.9	1895	1550	1313.9	84.7
" 1905	1624	1397.6	84.3	1705	1649	1322.3	81.	1748	1560	1276.2	81.3	1778	1485	1256.6	83.5
Increase	135	96.2	.6	150	140	159.9	1.9	141	141	151.8	2.6	117	65	57.3	1.2
Decrease	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

TABLE XX.—COUNTY ACADEMIES.—*Continued.*

County.	Half Years.				Whole School Year.				
	Days open first half year. 31	Days open second half year. 32	Total days attendance first half year. 33	Total days attendance second half year. 34	Annual Enrolment 35	Total days attendance whole year. 36	Daily present on an average. 37	Percentage of annual Enrolment (35) daily present. 38	Average of quarterly percentages (18), (22), (26) and (30). 39
Annapolis	103.	98.	4079.	3787.	53	7866.	39.1	73.8	82.2
Antigonish	92.	84.	15746.5	15302.	235	31048.5	173.6	75.3	83.9
Cape Breton	98.	100.	6647.	5867.	104	12514.	63.2	60.8	75.8
Colchester	100.	102.	19031.	18766.	250	37797.	187.	75.4	84.2
Cumberland	102.	100.	7505.	6757.	87	14262.	70.6	81.1	85.4
Digby	103.	100.	1864.5	1905.5	28	3770.	18.6	66.4	78.8
Guysboro	102.	100.	3028.5	2659.5	41	5688.	28.2	68.8	79.9
Halifax	103.	103.	35071.	30273.	392	65344.	316.7	80.8	86.7
Hants	103.	102.	5047.	4357.	62	9494.	45.9	74.	82.9
Inverness	98.	101.	2207.	2231.	29	4438.	22.4	79.2	85.5
Kings	103.	103.	7333.	6335.	98	13668.	66.5	68.2	79.1
Lunenburg	103.	102.	6552.	5919.	80	12471.	60.8	76.	84.3
Pictou	99.	97.	12329.	11330.	157	23659.	120.8	77.	84.8
Queens	103.	101.	4198.	3413.5	59	7611.5	37.3	63.2	74.8
Richmond	103.	101.	3053.5	2719.	36	5772.5	28.3	78.6	84.5
Shelburne	103.	98.	1754.5	1679.	22	3433.5	17.1	77.7	86.1
Victoria	103.	95.	2328.	2367.	33	4695.	23.6	71.5	82.1
Yarmouth	103.	95.	12012.5	10175.	132	22187.5	112 1	85.	91.1
Total, 1906	101.3	99.	149787.	135842.5	1898	285629.5	1431.8	75.4	82.9
" 1905	94.5	104.1	128327.5	128013.5	1778	256341.5	1285.8	73.1	81.6
Increase	6.8	... ...	21459.5	7829.	120	29288.	146.	2.3	1.3
Decrease	.....	5.1	.....	.....	.....	.....	.....	.....	.....

TABLE XX.—COUNTY ACADEMIES.—*Continued.*

County.	No. on Register whose Attendance during the whole year was						Analysis of Annual Enrolment				No of Pupils enrolled *not* belonging to this School Section.	No. from beyond limits of Section, but within the County.	No from beyond the limits of the County.
	Less than 20 days. 45	20 to 49 days. 46	50 to 99 days. 47	100 to 149 days. 48	150 to 199 days. 49	200 days and over. 50	Over 5 and under 15. 52	15 years and over. 53	No. of Boys 54	No. of Girls. 55	126	*b*	*c*
Annapolis	2	4	3	14	28	2	20	33	24	29	31	31	.....
Antigonish	9	15	40	94	68	9	42	193	139	96	154	30	124
Cape Breton	10	10	14	23	47	.....	28	76	49	55	14	14	.....
Colchester	5	12	30	37	152	14	87	163	96	154	96	65	31
Cumberland	.....	1	8	11	65	2	37	50	27	60	13	11	2
Digby	.....	1	8	4	14	1	7	21	9	19	12	10	2
Guysboro	2	2	4	11	22	.....	13	28	13	28	11	11	.....
Halifax	5	8	31	49	236	63	130	262	159	233	85	72	13
Hants	1	3	6	11	37	4	14	48	18	44	26	25	1
Inverness	1	1	3	2	22	.....	14	15	17	12	7	6	1
Kings	5	8	14	17	44	10	35	63	48	50	22	22	.....
Lunenburg	2	7	2	14	47	8	27	53	18	62	23	19	4
Pictou	1	10	18	16	112	.....	30	127	77	80	84	68	16
Queens	4	4	7	15	27	2	17	42	24	35	23	23	.....
Richmond	1	.....	2	6	24	3	8	28	18	18	9	7	2
Shelburne	1	2	1	2	15	1	8	14	6	16	3	2	1
Victoria	2	1	3	6	21	.....	10	23	19	14	7	2	5
Yarmouth	.....	7	6	9	110	.....	47	85	63	69	26	25	1
Total, 1906	51	96	200	341	1091	119	574	1324	824	1074	646	443	203
" 1905	53	104	199	358	1033	31	531	1247	802	976	694	480	214
Increase	.....	.....	1	.....	58	88	43	77	22	98	.....	.....	.....
Decrease	2	8	.....	17	.....	.....	.....	.....	.....	.....	48	37	11

TABLE XX.—COUNTY ACADEMIES.—*Continued.*

County.	ANALYSIS OF HIGH SCHOOL STUDIES.																		
	English.					Latin.					Greek.				French.				
	Grade IX.	Grade X	Grade XI.	Grade XII.	Total.	Grade IX.	Grade X.	Grade XI.	Grade XII.	Total.	Grade X.	Grade XI.	Grade XII.	Total.	Grade IX.	Grade X.	Grade XI.	Grade XII.	Total.
Annapolis	23	16	14	...	53	3	6	3	....	12	1	1	...	2	8	..	1	....	9
Antigonish	84	69	35	37	225	58	31	27	38	154	3	6	15	24	60	37	32	37	166
Cape Breton	52	26	17	9	104	49	22	13	8	92	2	....	....	2	5	6	4	5	20
Colchester	103	61	57	25	246	82	30	39	18	169	9	9	4	22	43	28	24	13	108
Cumberland	39	34	14	....	87	30	24	8	....	62	....	....	...	....	25	23	3	...	51
Digby	4	18	6	.	28	....	2	3	....	5	...	....	...	....	....	....	....	....	.....
Guysboro	23	16	2	....	41	10	6	...	....	16	....	....	....	.....	8	6	....	....	14
Halifax	142	129	85	....	356	78	55	44	....	177	8	11	....	19	58	49	44	....	151
Hants	25	24	13	....	62	10	8	5	...	23	3	2	....	5	13	13	7	....	33
Inverness	22	4	3	....	29	3	....	1	....	4	...	....	....	.....	4	1	2	....	7
Kings	32	39	27	....	98	5	5	5	....	15	....	....	....	.....	15	....	6	....	21
Lunenburg	35	25	20	....	80	12	...	10	..	22	....	2	....	2	22	12	10	....	44
Pictou	43	40	51	22	156	20	24	37	17	98	....	10	5	15	25	26	29	21	101
Queens	16	30	13	....	59	4	9	6	....	19	....	....	....	.....	1	18	3	....	22
Richmond	8	19	9	....	36	3	4	2	....	9	....	....	....	.....	....	....	....	....	.....
Shelburne	10	7	5	....	22	6	3	3	....	12	....	....	....	.....	....	....	....	....	.....
Victoria	13	12	8	....	33	2	5	4	....	11	....	....	....	.....	1	1	4	....	6
Yarmouth	52	41	30	4	127	32	21	11	4	68	8	....	3	11	42	36	21	....	99
Total, 1906	726	610	409	97	1842	407	255	221	85	968	34	41	27	102	330	256	190	76	852
" 1905	703	551	381	105	1740	362	285	195	76	918	34	34	29	97	370	291	185	76	922
Increase	23	59	28	....	102	45	..	26	9	50	....	7	....	5	....	....	5	...	.....
Decrease	....	....	....	8	.....	....	30	....	....	...	....	...	2	....	40	35	....	....	70

TABLE XX.—COUNTY ACADEMIES—*Continued.*

Academies.	ANALYSIS OF HIGH SCHOOL STUDIES.																	
	German.				History.					Geography.				Algebra.				
	Grade. X.	Grade. XI.	Grade. XII.	Total.	Grade IX.	Grade. X	Grade. XI.	Grade. XII.	Total.	Grade. IX.	Grade. X.	Grade. XI	Total.	Grade. IX	Grade. X.	Grade XI.	Grade XII.	Total.
Annapolis	1	1	....	2	23	16	14	....	53	23	16	14	53	23	16	14	....	53
Antigonish	5	9	9	23	82	52	33	36	203	82	52	36	170	82	51	33	12	178
Cape Breton	3	3	4	10	52	26	17	9	104	52	26	17	95	52	26	17	4	99
Colchester	22	7	12	41	103	61	56	19	239	103	61	....	164	103	61	57	19	240
Cumberland	....	6	2	8	39	34	14	....	87	39	34	....	73	39	34	14	....	87
Digby	....	....	....	....	4	18	6	....	28	4	18	6	28	4	18	6	....	28
Guysboro	....	....	....	....	23	16	2	....	41	23	16	2	41	23	16	2	....	41
Halifax	18	15	....	33	141	123	79	....	343	141	123	79	343	136	119	84	....	339
Hants	5	1	....	6	25	24	13	....	62	25	24	13	62	25	24	13	....	62
Inverness	....	....	....	....	22	4	3	....	29	22	4	3	29	22	4	3	....	29
Kings	....	....	....	....	32	39	27	....	98	32	39	27	98	32	39	26	....	97
Lunenburg	10	6	....	16	35	25	20	....	80	35	25	....	60	35	22	20	....	77
Pictou	5	12	14	31	43	39	51	22	155	43	39	....	82	43	39	52	21	155
Queens	....	....	....	....	16	30	13	....	59	16	30	....	46	16	30	13	....	59
Richmond	....	....	....	....	8	19	8	....	35	8	19	8	35	8	19	8	....	35
Shelburne	....	....	....	....	9	7	5	....	21	9	7	5	21	9	7	5	....	21
Victoria	....	....	....	....	13	12	8	....	33	13	12	....	25	13	12	8	....	33
Yarmouth	....	4	5	9	51	40	30	8	129	51	40	38	129	52	41	28	6	127
Total, 1906	69	64	46	179	721	585	399	94	1799	721	585	248	1554	717	578	403	62	1760
" 1905	59	46	33	138	681	537	372	92	1682	681	537	193	1411	686	536	373	62	1657
Increase	10	18	13	41	40	48	27	2	117	40	48	55	143	31	42	30	....	103
Decrease	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....

TABLE XX.—COUNTY ACADEMIES—*Continued.*

ANALYSIS OF HIGH SCHOOL STUDIES.

Academies.	Geometry. Grade IX.	Geometry. Grade X.	Geometry. Grade XI.	Geometry. Grade XII.	Geometry. Total.	Practical Mathematics. Grade XI.	Arithmetic. Grade IX	Arithmetic. Grade X.	Arithmetic. Grade XI.	Arithmetic. Total.	Bookkeeping Grade IX.	Bookkeeping Grade X.	Bookkeeping Total.	Shorthand.	Drawing. Grade IX.	Drawing. Grade X.	Drawing. Total.	Botany. Grade IX.	Botany. Grade XII.	Botany. Total.
Annapolis	23	16	14	....	53	14	23	16	....	39	23	16	39	.....	23	16	39	23	....	23
Antigonish	78	50	33	11	172	33	84	51	....	135	84	48	132	7	84	53	137	78	....	78
Cape Breton	52	26	17	9	104	17	52	26	....	78	52	26	78	.....	52	26	78	52	3	55
Colchester	103	61	57	20	241	57	103	61	....	164	103	61	164	....	103	61	164	103	16	119
Cumberland	39	34	14	....	87	14	39	34	....	73	39	34	73	...	39	34	73	39	...	39
Digby	4	16	6	....	26	6	4	18	....	22	4	18	22	...	4	18	22	3	....	3
Guysboro	23	16	2	....	41	2	23	16	....	39	23	16	39	...	23	16	39	23	...	23
Halifax	136	119	84	....	339	76	144	119	....	263	134	118	252	40	144	121	265	54	...	54
Hants	25	23	12	....	60	13	25	24	..	49	25	24	49	5	25	24	49	25	...	25
Inverness	22	4	3	....	29	3	22	4	....	26	22	4	26	....	22	4	26	22	....	22
Kings	32	39	26	....	97	26	32	39	...	71	32	39	71	2	32	39	71	32	...	32
Lunenburg	35	22	20	....	77	20	35	25	....	60	35	25	60	....	35	25	60	35	....	35
Pictou	41	39	51	20	151	52	43	39	..	82	40	35	75	.....	38	37	75	41	17	58
Queens	15	29	13	...	57	13	16	30	...	46	15	29	44	.....	15	30	45	16	...	16
Richmond	8	19	8	....	35	9	8	19	....	27	8	19	27	.....	8	19	27	8	....	8
Shelburne	9	7	5	....	21	5	9	7	....	16	9	7	16	2	9	7	16	9	...	9
Victoria	13	12	8	....	33	8	13	12	....	25	13	12	25	.....	13	12	25	13	...	13
Yarmouth	45	38	26	5	114	28	52	41	....	93	50	37	87	....	49	36	85	48	1	49
Total, 1906	703	570	399	65	1737	396	727	581	.	1308	711	568	1279	56	718	578	1296	624	37	661
" 1905	679	517	365	53	1614	367	703	534	34	1271	700	532	1232	48	695	523	1218	619	42	661
Increase	24	53	34	12	123	29	24	47	....	37	11	36	47	8	23	55	78	5	...	....
Decrease	....	....	....	....	....	....	....	....	34	....	....	....	....	....	....	....	....	..	5	....

TABLE XX.—COUNTY ACADEMIES—*Continued.*

ANALYSIS OF HIGH SCHOOL STUDIES.

Academies.	Physics.				Chemistry.			Agriculture.	Physiology.	San. Sci'ce	Psychology.	Zoology.	Geology.	Trigonom'y.	Navigation	Astronomy.	Wood or Metal Work.	Domestic Science.	Music (Vocal)	In Cadet Corps
	Grade. IX.	Grade. XI.	Grade. XII.	Total.	Grade. X.	Grade. XI.	Total.		Grade. XI.	Grade. XII.	Grade. XII.	Grade. XII.	Grade. XII.	Grade XII.	Grade. XII.	Grade. XII.				
Annapolis	23	14	....	37	16	....	16	16	14	....	....	....	....	....	....	....	53	....	....	....
Antigonish	78	33	37	148	53	13	66	1	33	8	21	4	6	43	38	5	44	88	90	....
Cape Breton	52	17	5	74	26	5	31	26	17	9	8	2	2	8	5	7	26	41	....	....
Colchester	103	57	19	179	61	12	73	61	57	14	13	14	16	19	18	13	....	....	....	....
Cumberland	39	14	....	53	34	....	34	34	14	....	....	....	....	14	14	....	....	....	....	....
Digby	4	6	....	10	16	1	17	14	6	....	....	....	....	....	....	....	....	....	....	4
Guysboro	23	2	....	25	16	....	16	16	2	....	....	....	....	2	....	....	....	....	....	....
Halifax	54	51	....	105	65	....	65	65	63	....	....	....	....	....	....	....	....	....	....	146
Hants	25	13	....	38	24	....	24	....	13	....	....	....	....	....	....	....	16	29	....	....
Inverness	22	3	....	25	4	....	4	4	3	....	....	....	....	....	....	....	....	....	29	....
Kings	32	....	27	59	39	....	39	....	27	2	....	....	....	....	....	....	31	25	14	....
Lunenburg	35	20	....	55	22	....	22	22	20	....	....	....	....	20	20	....	6	....	80	....
Pictou	41	52	20	113	40	21	61	39	51	22	22	17	17	20	20	20	10	33	....	....
Queens	16	13	....	29	29	....	29	29	13	....	....	....	....	....	....	....	....	....	59	....
Richmond	8	9	....	17	19	....	19	19	8	....	....	....	....	....	....	....	....	....	....	....
Shelburne	9	5	....	14	7	....	7	7	5	....	....	....	....	....	....	....	....	....	....	....
Victoria	13	8	....	21	12	....	12	12	8	....	....	....	....	....	....	....	....	....	....	....
Yarmouth	49	25	6	80	38	3	41	....	28	....	....	8	8	6	....	....	52	44	....	49
Total, 1906	626	342	114	1082	521	55	576	365	382	55	64	45	49	132	116	45	238	260	272	199
" 1905	584	364	81	1029	502	56	558	340	361	70	71	46	41	70	65	44	337	275	558	167
Increase	42	....	33	53	19	....	18	25	21	....	....	....	8	62	51	1	....	....	....	32
Decrease	....	22	....	....	....	1	....	....	....	15	7	1	....	....	....	....	99	15	286	....

TABLE XX.—COUNTY ACADEMIES—*Continued.*

Academies.	Taking Full High School Course.					Taking Partial High School Course.					Total of High School Grade.										No. holding Prov. Cer. or Teacher's License.				
	Grade. IX.	Grade. X.	Grade. XI.	Grade. XII.	Total.	Grade. IX	Grade. X.	Grade. XI.	Grade. XII.	Total.	Grade IX.		Grade. X.		Grade. XI.		Grade. XII.		Total.		Grade. IX	Grade. X	Grade. XI.	Grade. XII.	Total.
											M.	F.	M.	F.	M.	F.	M.	F	M.	F					
Annapolis	23	16	14	...	53	....	...	...	...	...	11	12	6	10	7	7	...	...	24	29	....	11	14	....	25
Antigonish	74	52	31	36	193	10	17	4	5	36	39	45	35	34	27	8	35	6	136	93	22	10	4	...	36
Cape Breton	52	26	17	9	104	....	....	....	....	....	24	28	13	13	9	8	3	6	49	55	....	14	8	6	28
Colchester	103	61	57	24	245	...	....	...	5	5	42	61	23	38	18	39	13	16	96	154	....	46	52	29	127
Cumberland	39	34	14	....	87	....	...	...	...	....	11	28	13	21	2	12	....	....	26	61	....	31	14	...	45
Digby	4	16	6	....	26	....	2	....	....	2	2	2	6	12	1	5	...	...	9	19	...	8	6	....	14
Guysboro	23	16	2	....	41	...	...	....	....	....	6	17	7	9	....	2	...	....	13	28	...	10	2	....	12
Halifax	136	110	85	....	331	10	22	29	...	61	64	82	55	77	37	77	....	...	156	236	2	128	114	....	244
Hants	25	24	13	....	62	....	...	...	....	....	11	14	5	19	2	11	....	....	18	44	...	17	13	...	30
Inverness	22	4	3	....	29	....	...	....	...	...	14	8	2	2	2	1	....	...	18	11	....	2	3	....	5
Kings	32	39	26	....	97	....	....	1	...	1	21	11	14	25	13	14	....	...	48	50	....	.	...	...	...
Lunenburg	35	22	20	....	77	....	3	....	....	3	11	24	5	20	2	18	....	....	18	62	...	14	20	...	34
Pictou	41	39	51	22	153	2	1	1	....	4	16	27	26	14	20	32	15	7	77	80	....	38	51	22	111
Queens	16	30	13	....	59	....	...	....	...	...	10	6	11	19	3	10	....	....	24	35	...	12	13	....	25
Richmond	8	19	8	....	35	...	....	1	....	1	6	2	7	12	5	4	...	...	18	18	...	13	9	....	22
Shelburne	9	7	5	....	21	1	....	....	...	1	3	7	2	5	1	4	....	...	6	16	...	5	5	...	10
Victoria	13	12	8	...	33	....	....	....	....	..	7	6	7	5	5	3	....	....	19	14	...	9	8	...	17
Yarmouth	52	41	28	8	129	...	....	3	....	3	26	26	21	20	12	19	4	4	63	69	....	37	31	8	76
Total, 1906	707	568	401	99	1775	23	45	39	16	117	324	406	258	355	166	274	70	39	818	1074	24	405	367	65	861
" 1905	676	540	377	100	1693	31	24	22	12	89	316	388	248	315	163	236	75	37	802	976	...	366	308	76	750
Increase	31	28	24	....	82	...	21	17	...	28	8	18	10	40	3	38	....	2	16	98	24	39	59	....	111
Decrease	...	....	....	1	....	8	....	....	2	...	...	....	....	....	....	....	5	....	....	...	....	.. .	...	11	....

TABLE XX.--COUNTY ACADEMIES—*Continued.*

Academies.	No. of Pupils for whom accommodation is provided in a special room at one time								School libraries for reference and circulation (not merely books required for teacher's desk) in locked case or special room.						
	In Chemical Laboratory (if any).	Estimated value of Apparatus (Ch. Lab.).	In Physical Laboratory (if any).	Estimated value of Apparatus (Ph. Lab.).	In Wood or Metal, Mec. Lab. (if any).	Estimated value of Apparatus.	In Domestic Science Lab. (if any).	Estimated value of Apparatus.	No. of cases or Libraries (if any).	No. of Vols at beginning of year.	Value of the same.	No. of Vols. added during year.	Value of the same.	Value of Scientific and other collections in Museum (Special room if any).	No of Wall Maps, Gl'bs. Charts & Cabinets of Models, Specimens, &c.
Annapolis	20	$ 100 00	20	$ 195 00	14	$ 325 00	..	.....	3	326	$ 100 00	144	$ 60 00	$ 350 00	45
Antigonish	50	3000 00	60	8500 00	20	675 00	40	$ 175 00	6	6800	12500 00	400	500 00	800 00	55
Cape Breton	12	300 00	4	350 00	20	550 00	20	350 00	1	578	725 00	30	50 00	....	16
Colchester	36	250 00	36	350 00	....	14 00	.....	1000 00	2	400	400 00	50	50 00	700 00	20
Cumberland	30	250 00	....	250 00	.....	.....	..	.....	2	567	210 00	40	30 00	.....	50
Digby	....		....	.....	.....	.....	...	.....	2	110	35 00	41	15 00	.....	25
Guysboro	10	125 00	.....	.....	.....	.....	.....	.....	1	216	80 00	.....	30 00	125 00	11
Halifax	48	1000 00	.....	300 00	..	.....	..	.....	3	1200	850 00	20	16 00	100 00	46
Hants	18	130 00	18	25 00	18	400 00	21	200 00	1	513	450 00	...	.....	.....	27
Inverness	12	45 00	.....	105 00	.....	.....	.....	.....	1	92	80 00	13	65 00	15 00	15
Kings	20	50 00	20	50 00	20	.....	20	.....	1	696	400 00	14	11 00	.....	17
Lunenburg	20	100 00	...	300 00	16	450 00	24	180 00	1	264	275 00	26	15 00	75 00	30
Pictou	36	330 00	20	750 00	20	200 00	20	150 00	1	1250	2100 00	.....	...	1200 00	20
Queens	.....	.....	20	50 00	.....	.....	.....	.....	1	95	142 00	7	2 35	300 00	39
Richmond	4	50 00	....	.....	.....	.....	.....	.....	1	52	22 00	13	5 00	.....	20
Shelburne	20	30 00	20	400 00	.....	.....	....	.....	5	1018	500 00	83	20 00	70 00	35
Victoria	8	25 00	....	35 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	140 00	8
Yarmouth	32	525 00	35	500 00	17	480 00	20	700 00	11	1840	1840 00	68	68 00	45 00	33
Average, 1906	376	$6310 00	253	$12160 00	145	$3094 00	165	$2755 00	43	16017	$20709 00	966	$937 35	$3920 00	512
" 1905	417	6537 00	261	11868 00	149	4425 00	143	2405 00	42	17183	22502 00	1680	952 00	3575 00	492
Increase	...	.....	.....	$292 00	..	.....	22	$350 00	1	.....	.....	.....	.....	$345 00	20
Decrease	41	$227 00	8	.....	4	$331 00	.....	.....	.....	1166	$1793 00	714	$14 65	.....	.....

TABLE XX.—COUNTY ACADEMIES—*Continued.*

Academies.	Average Age of Pupils in each Grade. (On first day of school year). IX. Grade.	X. Grade.	XI. Grade.	XII. Grade.	Grounds. Dimensions of Grounds on which building is situated.	Assembly Room. Dimensions of (if there is a special room).	Gymnasium or Play Room. Dimensions of room (if any).	Estimated value of apparatus.	No. of Rifles in Armoury (if any).	No. of school rooms (departments with teachers).	Estimated value of Scientific apparatus or specimens *not* in a separate room, but in cases, etc., within the school room itself.	Total Value. Estimated value of all collections, apparatus, &c., &c., (not including furniture, as seats, desks, &c., used for teaching purposes.
					Meters.	Meters.						
Annapolis	15.21	15.84	17.3	....	105.2 x 143.8	4.1 x 7.9 x 8.5	.....	.....	....	6	.....	$ 1130 00
Antigonish	15.37	18.1	19.26	21.	110. x 140.	3.7 x 12.5 x 21.	10. x 20. x 50.	.....	....	19	.....	25575 00
Cape Breton	15.2	15.57	18.23	18.16	80.2 x 106.7	5.4 x 14. x 21.3	.....	.....	..	2	.....	2000 00
Colchester	14 78	14.83	17.08	17.67	20. x 50	4.3 x 13. x 18.4	.....	.....	....	7	$ 700 00	1450 00
Cumberland	14.56	15.68	16.65	....	104.6 x 192.6	5. x 13.7 x 19.6	3.1 x 7.2 x 17.9	.....	....	3	.....	700 00
Digby	14.26	16.88	17.35	....	35. x 62.	3.1 x 7.2 x 17.9	.....	.....	50	6	.....	110 00
Guysboro	15.21	17.48	15.84	....	58. x 75.	.....	.....	.....	.	4	.....	275 00
Halifax	14.46	15.64	16.75	....	37.4 x 39.2	5.2 x 19.2 x 17.1	.....	.....	160	8	100 00	2300 00
Hants	15.25	15.95	16.7	....	57. x 85.	5.7 v 12.6 x 24.	3.3 x 8.2 x 9.6	.....	....	2	.....	260 00
Inverness	14.63	15.48	15.04	....	24.7 x 23.2	.....	.....	.....	....	1	.....	190 00
Kings	14.69	15.6	16.52	....	275. x 350.	.....	.....	.....	..	3	100 00	560 00
Lunenburg	14.52	16.29	16.34	.	93.2 x 128.6	4.5 x 11.4 x 19.6	.....	.....	....	2	.....	750 00
Pictou	15.81	16.22	17.63	18.97	85. x 124.	4.8 x 9.7 x 21.	.....	.....	....	4	.....	4730 00
Queens	14.83	15.97	16.66	....	30.4 x 96.	.....	.....	.....	....	2	.....	500 00
Richmond	15.66	16.19	16.67	....	80.1 x 77 7	.....	.....	.....	....	1	50 00	227 00
Shelburne	15.19	15.8	16.32	....	73.2 x 73.2	.....	.....	.....	....	1	.....	1000 00
Victoria	14.9	16.9	18.28		30. x 125.	.....	.....	$60 00	...	1	.....	200 00
Yarmouth	14.8	15.53	16.62	17.62	75. x 90.	.....	7. x 11. x 12.	85 00	62	4	.....	4243 00
Total, 1906	14.96	16.1	16.72	18.68	.....	.....	.....	$145 00	272	76	$950 00	$46200 00
" 1905	14.94	16.09	17.09	19.21	.....	.....	.....	200 00	182	66	760 00	45187 00
Increase	.02	.01		....	.....	.....	.....	.....	90	10	$190 00	$1013 00
Decrease	....	....	.37	53				$55 00	....	....	.....	.....

TABLE XXI.—GOVERNMENT NIGHT SCHOOLS.

County.	Section.	Teacher.	Assistant.	Pupils Enrolled.	Average Attendance.	No. of Sessions.
Cape Breton	Sydney Mines	Geo. W. McKenzie		26	15.9	27
Cumberland	Springhill	Murray McNealy		112	31.	38
"	"		D. S. Brennan			
"	Joggins Mines	F. I. Lent		33	25.	42
Richmond	Poulamond	Edward D. Boudrot		59	44.	52
"	Acadiaville	M. C. Doucet		45	34.	42
"	Louisdale	J. Scott Nelson		46	23.	52
"	D'Escousse	Henry E. McDonald		30	11.	30
Total, 1906				351	183.9	283
" 1905				440	227.	410
Increase						
Decrease				89	43.1	127

TABLE XXII.—MANUAL TRAINING SCHOOLS *(a) Mechanic and (b) Domestic Science.*

County.	Section.	Teacher.	Date of opening of School—Day and Month.	Date of last session of School—Day and Month.	No. of half-days (2 hours sessions) school was in operation.	Total No. of Pupils.	Total No. of Males.	Total No. of Females.	Pupils who are not on the regular Public School Register of the Section during this school year. Total.	Males	Females.	No. of full legal half-day (2 hours) Attendances made by all the pupils.	No. of full legal Attendances (2 hours) made by each on an average.	No. of weeks school was in operation.	Percentage of the total pupils who made the maximum legal attendance.
a. Mechanic Science.															
Annapolis	Annapolis Royal	Allen B. Crowe	Aug. 28	June 29	42	85	48	37	.....	.....	.....	2766	32.5	42.	77 4
"	Middleton	Reginald W. Bent	Aug. 29	June 26	222	89	83	6	.....	.....	.....	2284	25 7	40.	64.3
Cape Breton	Glace Bay	N. L. Cooke	Sept. 4	June 22	263	170	143	27	.....	.....	.....	3873	22 8	40	57.
"	Sydney	J. C. Dawson	Sept. 5	June 27	299	216	216	...	3	3	.....	4757	22	34	65 1
"	Sydney Mines	Wm. A. Robinson	Aug. 23	June 22	165	71	71	...	.....	.....	.....	1902	28.	41.	68 4
"	North Sydney	"	Aug. 28	June 26	240	125	125	...	.....	.....	.....	3210	25 6	41.	62 4
Colchester	Truro { Normal School	F. G. Matthews	Sept. 4	June 25	28	130	18	112	.....	.....	.....	18 0	.....	.....	.....
	Truro { Town	J. A. McKay	Sept. 4	June 25	314	160	160	...	26	26	.....	4428	27.7	39.	77.
Halifax	Halifax	Chas. W. Parker	Sept. 1	June 29	384	210	210	...	1	1	.....	5489	13.4	41	65 8
"	Dartmouth	H. W. Hewitt	Sept. 5	June 29	306	148	95	53	...	.....	.....	3853	26 1	41	63.7
Hants	Windsor	Chas. I. Macnab	Sept. 4	June 28	160	76	76	...	.....	.....	.....	2298	30 7	41.	74.8
Kings	Kentville	"	Aug. 4	June 27	40	71	71	...	.....	.....	.....	2133	15.	40	75
"	Wolfville	Alex. Sutherland	Sept. 20	June 31	49	31	31	...	.....	.....	.....	516	16 7	33.	50 6
Lunenburg	Lunenburg	W. W. Messinger	Sept. 6	June 20	240	79	79	...	1	1	.....	2342	29.6	40	74
"	Bridgewater	"	Sept. 7	June 28	159	63	63	...	.....	.....	.....	2009	31 7	41	77 3
Pictou	Pictou	Alden W. Faulkner	Sept. 5	June 24	155	62	62	...	.....	.....	.....	1746	28 1	41.	68 5
"	New Glasgow	Douglas A. Patterson	Sept. 5	June 22	233	105	105	...	.....	.....	.....	2923	27 8	40.	69.5
Yarmouth	Yarmouth	Melford Grant	Aug. 28	June 22	431	138	138	...	.....	.....	.....	4717	34.1	42	81.7
Total in Mechanic Science, 1906					3730	2029	1794	235	31	31	.....	53137	25 7	39 9	69.
" " 1905					4518	2154	1939	215	102	49	53	52051	22 6	37.6	60.9
Increase					.....	.....	.....	20	.....	.....	.....	1086	3.1	2.3	8 1
Decrease					788	125	145	...	71	18	53	.....	.....	.....	.....

b. Domestic Science.																
Annapolis	Middleton	Annie B. Juniper	Aug. 28	June 27	236	100	.	100	....	.....	.....	2717	27.7	41.	67	
Cape Breton	Sydney	Myrtle D. McCallum	Oct. 2	June 22	352	207	....	207	.....	.....	.....	4896	23.7	38.	65.8	
Colchester	Truro	Eliz. P. McCall (Normal School)	Oct. 9	June 22	446	136	...	136	.....	.....	.....	4518	33.2	35.	94.8	
"	"	Sara L. Vance (Town Schools)	Sept. 4	June 27	297	190	....	190	.....	.....	.....	4193	22.	41	53.0	
Halifax	Halifax	Helen N. Bell & Bessie B. Connor	Aug. 28	June 29	398	253	....	253	.....	.....	.....	6519	25.7	42.	61.3	
Hants	Windsor	Helen J. Macdougall	Aug. 29	June 29	170	107	.	107	.....	.....	.....	2528	23.5	42.	56.	
Kings	Kentville	"	Sept. 1	June 28	150	69	4	65	.....	.....	.....	1382	20	39.	51.3	
"	Wolfville	Annie Alice Bool	Sept. 20	May 3	95	65	....	65	3	.....	3	1474	22.7	34.	67.	
Lunenburg	Lunenburg	Winnifred B. Caldwell	Aug. 28	June 20	245	85	..	85	...	...	.....	2710	31.9	40.	79.8	
"	Bridgewater	"	Sept. 8	June 25	153	71	...	71	.....	.....	.....	2041	28.7	40.	71.8	
Pictou	Pictou	Bessie M. Smith	Sept. 5	June 6	150	66	...	66	.....	.....	.....	1608	24.	38	63.	
"	New Glasgow	Annie Redmond	Sept. 5	June 22	230	115	...	115	.....	.....	.....	2841	24.7	40.	61.7	
"	Stellarton	Bessie M. Smith	Aug. 31	June 1	142	81	...	81	2	.....	2	1952	24.	36.	66.6	
Yarmouth	Yarmouth	Susie E. Archibald	Aug. 28	June 26	357	132	....	132	2	....	2	3978	30.1	41.	72.6	
Total in Domestic Science, 1906					3441	1677	4	1673	7	.....	7	43356	25.8	39.	66.6	
" " 1905					2937	1756	32	1724	147	....	147	41193	21.1	37.7	62.1	
Increase					504	...	....	..	.....	.....	.....	2163	4.7	1.3	4.5	
Decrease					..	79	28	51	140	.....	140	....	...	...		
Total in Manual Training, 1906					7171	3706	1798	1908	38	31	7	96493	25.7	39.4	67.8	
" " 1905					7455	3910	1971	1939	249	49	200	93244	21.8	37.6	61.5	
Increase						...	...	.	.....	.....	.....	3249	3.9	1.8	6.3	
Decrease					284	204	73	31	211	18	193	...	.....	...	.....	

TABLE XXII.—MANUAL TRAINING SCHOOLS—*(a) Mechanic and (b) Domestic Science—Continued.*

County.	Section.	Teacher.	No. for whom benches or working accommodations are provided at one session.	Estimated value of the equipment of the School (benches, tools, apparatus, etc.).	Annual Expenditure for: Salaries of Teachers.	Rent, fuel, and janitor's attendance.	Repairs to room or building.	Additions to the equipment.	Material used by pupils in their work.	Annual Receipts. From Provincial Grant.	From School Funds of the Section.	From Donations, etc.	Total Estimated Annual Expenditure for this department.
(a) Mechanic Science.													
Annapolis ...	Annapolis R'yal	Allen B. Crowe	14	$325 00	$550 00	$ 10 00	$ 50 00	$ 25 00	$ 30 00	$415 20	$249 80	.....	$665 00
" ...	Middleton	Reginald W. Bent....	20	500 00	600 00	50 00	.....	10 00	35 00	300 00	395 00	.....	695 00
Cape Breton..	Glace Bay.....	N. L. Cooke	20	600 00	700 00	80 00	.....	.....	50 00	580 95	249 05	.....	830 00
" ..	Sydney	J. C. Dawson	20	550 00	750 00	50 00	.....	10 00	175 00	300 00	685 00	.....	985 00
" ..	Sydney Mines..	Wm. A. Robinson ...	16	450 00	280 00	.....	.....	5 00	50 00	298 80	36 20	.....	335 00
" ..	North Sydney..	" ...	16	450 00	420 00	.....	.....	.....	60 00	481 50	.....	.....	480 00
Colchester ..	Truro { N. Scl.	F. G. Matthews	40	1200 00	1480 00	.....	.....	5 00	140 00	300 00	1325 00	.....	1625 00
	Truro { Town.	J. A. McKay.....											
Halifax	Halifax	Chas. W. Parker.....	21	600 00	929 50	329 80	35 95	.....	36 44	600 00	731 69	.....	1331 69
"	Dartmouth ...	H. W. Hewitt	20	550 00	700 00	170 00	10 00	35 00	55 00	873 75	96 25	.....	970 00
Hants	Windsor	Chas. I. Macnab	16	500 00	300 00	200 00	.....	25 00	50 00	300 00	275 00	.....	575 00
Kings	Kentville	"	20	510 00	300 00	40 00	.....	60 00	50 00	319 95	130 05	.....	450 00
"	Wolfville	Alex. Sutherland ...	17	580 00	77 40	5 00	.....	.....	10 00	77 40	15 00	.....	92 40
Lunenburg ...	Lunenburg ..	W. W. Messinger ...	16	450 00	360 00	25 00	.....	40 00	40 00	300 00	165 00	.....	465 00
" ...	Bridgewater ...	" ...	15	375 00	243 60	71 00	.....	15 00	50 00	300 00	79 60	.....	379 60
Pictou	Pictou	Alden W. Faulkner ..	20	425 00	300 00	60 00	.....	.....	30 00	261 90	128 10	.....	390 00
" ...	New Glasgow..	Douglas A. Patterson	20	500 00	600 00	100 00	10 00	.....	60 00	300 00	470 00	.....	770 00
Yarmouth	Yarmouth	Melford Grant.....	16	450 00	450 00	.....	.....	.....	100 00	300 00	250 00	.....	550 00
Total in Mechanic Science, 1906			327	$9015 00	$9040 50	$1190 80	$ 105 95	$230 00	$1021 44	$6399 45	$5380 74	.....	$11588 69
" " 1905			343	8420 00	9846 00	949 00	1132 00	110 85	1069 36	6417 75	5526 35	.....	13854 64
Increase			.....	$595 00	.....	$241 80	.....	$119 15	.....	.....	.....	.....	.....
Decrease			16	.....	$805 50	.....	$1026 05	.....	$47 92	$108 30	$145 61	.....	$2265 95

(b) Domestic Science.													
Annapolis ...	Middleton.....	Annie B. Juniper ...	20	300 00	852 67	$ 75 00	50 00	6 50	$ 42 28	300 00	679 45	47 00	1026 45
Cape Breton..	Sydney.....	Myrtle D McCallum.	12	350 00	450 00	60 00	.....	.....	100 00	300 00	310 00	.....	610 00
Colchester ...	Truro..	Eliz. P. McCall (Nl. School) / Sara L. Vance (Twn School)	30	.....	1100 00	.....	.....	25 00	210 54	300 00	1035 54	.....	1335 54
Halifax.....	Halifax	Helen N. Bell & Bessie B. Connor	20	450 00	958 00	329 80	35 95	.....	88 36	600 00	812 11	.....	1412 11
Hants	Windsor.....	Helen J. McDougall .	18	225 00	200 00	150 00	.....	.....	65 00	300 00	115 00	.....	415 00
Kings	Kentville.....	" ..	18	200 00	200 00	40 00	10 00	.....	52 41	205 80	96 61	.....	302 41
"	Wolfville	Annie Alice Bool	20	225 00	350 00	75 00	.....	40 00	40 00	221 10	283 90	.....	505 00
Lunenburg ...	Lunenburg	Winnif'd B. Coldwell.	24	180 00	255 00	50 00	.....	.....	50 00	300 00	55 00	.....	355 00
" ...	Bridgewater ...	" .	14	220 00	170 00	62 65	.....	10 00	69 35	300 00	12 00	.....	312 00
Pictou	Pictou.....	Bessie M. Smith.....	20	365 00	315 00	60 00	.....	6 00	45 00	241 15	178 85	6 00	426 00
"	New Glasgow..	Annie Redmond.....	20	200 00	375 00	50 00	10 00	6 43	45 00	300 00	186 43	.....	486 43
"	Stellarton	Bessie M. Smith.....	20	241 00	215 00	68 00	.....	.....	55 00	292 80	37 20	.....	330 00
Yarmouth	Yarmouth.....	Susie E. Archibald....	15	780 00	400 00	75 00	.....	6 68	77 81	300 00	259 49	.....	559 49
Total in Domestic Science, 1906			257	$3656 00	$5840 67	$1087 45	$ 105 95	$100 61	$940 75	$3960 85	$4061 58	$ 53 00	$8075 43
" " 1905			270	3125 84	4753 00	1458 50	1052 00	411 90	897 41	3902 75	836 80	442 79	8076 06
Increase			.....	$530 16	$1087 67	.....	.....	.....	$43 34	$58 10	$3224 78	.....	.....
Decrease			13	.....	.....	$371 05	$946 05	$311 29	.....	.....	.....	$389 79	$ 63
Total in Manual Training 1906			584	$12671 00	$14881 17	$2278 25	$ 211 90	$330 61	$1962 19	$10270 30	$9442 32	$ 53 00	$19664 12
" " 1905			613	11545 84	14599 00	2407 50	2184 00	522 75	1966 77	10320 50	6363 15	442 79	21930 70
Increase			.....	$1125 16	$282 17	.....	.....	.....	.....	.....	$3079 17	.....	.....
Decrease			29	.....	.....	$129 25	$1972 10	$192 14	$4 58	$50 20	.....	$389 79	$2265 58

TABLE XXIII.—RURAL SCHOOL LIBRARIES.

Nova Scotia, Year ended 31st July, 1906.

County.	Section.	Teacher.	Govt. Grant.	Summary of Financial Statistics.						
				Total expenditure on Library since year 1900 (from last Annual Return).	Expended this school year on Library case and accessories.	Expended this year on books.	Total expenditure to end of this school year.	Estimated present value of Library case and accessories.	Estimated present value of books.	Estimated present value of total Library equipment.
Colchester	Acadia Mines	C. G Titus	$ 5 00	.....	$ 1 00	$ 35 60	$ 36 60	$ 0 85	$ 30 00	$ 30 85
"	Bass River	Lucretia F. Davidson	10 00*	$110 10	....	27 00	137 10	.....	137 10	137 10
"	Folly Village	Lillian Lockhart	5 00	35 00	....	2 25	37 25	4 00	33 25	37 25
"	Old Barns	Agnes Spencer	5 00	63 95	.....	...	63 95	3 50	60 45	63 95
Cumberland	Advocate	Janet B McLellan	5 00	47 34	1 40	14 50	63 24	4 90	62 60	67 50
Digby	Weymouth Bridge	E E Fairweather	10 00	23 34	14 00	28 00	65 34	14 50	100 00	114 50
Hants	Ellershouse	Willa Rutherford	5 00	37 50	7 50	30 00	75 00	7 50	30 00	37 50
"	Three Mile Plains	Bessie Lockhart	5 00	2 50	.....	.....	2 50	3 40	47 29	50 69
Kings	South Berwick	L. E. Walker	5 00	30 00	.....	25 00	55 00	2 00	55 00	57 00
Lunenburg	Mahone Bay	W. H. Longley	5 00	100 00	.....	.....	100 00	7 50	156 75	164 25
Pictou	Durham	John M. S. McCabe	5 00	33 00	.....	6 25	39 25	4 50	39 00	43 50
"	West River	D. S MacIntosh	5 00	33 42	.....	8 00	41 42	2 25	36 50	38 75
Shelburne	Lr. Wood's Harbor	N. E. Banks	10 00	125 00	.....	36 21	161 21	21 00	134 00	155 00
Yarmouth	West Kemptville	Myrtle C Wilson	5 00	25 00	.....	10 00	35 00	3 00	32 00	35 00
"	Central Kemptville	Florence H. Porter	5 00	37 50	.....	17 00	54 50	2 50	52 00	54 50
"	Pembroke Shore	Louise M. Thorburne	10 00	44 30	.....	9 50	53 80	13 00	45 00	58 00
Total, 1906			$100 00	$747 95	$23 90	$249 31	$1021 16	$ 94 40	$1050 94	$1145 34
" 1905			125 00	599 28	27 65	261 54	897 27	103 45	974 74	1078 19
Increase			.....	$148 67	.....	.....	$123 89	.....	$76 20	$67 15
Decrease			$25 00		$3 75	$12 23	.....	$9 05	.....	.....

* Paid after the close of the Fiscal Year.

TABLE XXIII.—RURAL SCHOOL LIBRARIES—*Continued.*

County.	Section.	No. Books at beginning of school year.	No. Books added during school year.	No. Books lost or withdrawn during school year.	No. Books at end of school year in each Class.*												
					Class A.	Class B.	Class C.	Class D.	Class E.	Class F.	Class G.	Class H.	Class J.	Class K.	Class L.	Class M.	Total.
Colchester	Acadia Mines	6	122	.....	18	2	2	9	46	6	5	34	6	.....	.....	.....	128
"	Bass River	71	53	1	23	1	1	8	73	3	3	6	1	.....	.....	.....	119
"	Folly Village	62	3	.....	8	1	4	3	36	3	4	6	.....	.....	.....	.....	65
"	Old Barns	85	.....	.....	26	3	1	6	6	3	.....	30	1	.....	.....	2	85
Cumberland	Advocate	84	25	.....	6	3	2	1	79	6	4	8	.....	.....	.....	.....	109
Digby	Weymouth Bridge	164	100	.....	10	23	13	15	163	6	.....	18	16	.....	.....	.....	264
Hants	Ellershouse	.....	77	.....	5	.....	3	9	52	4	3	.....	1	.....	.....	.....	77
"	Three Mile Plains	80	80	.....	11	6	3	3	41	1	.....	14	1	.....	.....	.....	80
Kings	South Berwick	33	96	.....	14	15	8	9	29	1	2	49	1	1	.....	.....	129
Lunenburg	Mahone Bay	271	17	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	288
Pictou	Durham	47	12	.....	12	3	14	2	22	2	3	1	.....	.....	.....	.....	59
"	West River	60	1	17	9	1	.....	5	20	1	.....	7	1	.....	.....	.....	44
Shelburne	Lr. Woods' Harbor	94	26	.....	12	8	5	13	47	8	2	7	12	.....	6	.....	120
Yarmouth	W. Kemptville	64	30	.....	14	2	2	2	56	2	.....	16	.....	.....	.....	.....	94
"	Central "	162	71	.....	6	2	2	2	127	6	.....	26	2	.....	.....	.....	173
"	Pembroke Shore	95	58	.....	33	11	9	2	72	5	.....	19	2	.....	.....	.....	153
Total, 1906		1318	771	18	207	81	69	89	869	57	26	241	44	1	6	9	1987
" 1905		1405	511	5	248	90	73	129	882	72	34	274	86	1	8	17	1914
Increase		.....	260	13	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	73
Decrease		87			41	9	4	40	13	15	8	33	42	.....	2	8	.....

***From Regulation 175 (8):**
The books shall be classified into the following twelve classes:
Class A.—*Scientific* (including all books ranging from elementary nature study to the applications of science to the arts and industries, such as Agriculture, Forestry, etc.)
B.—*Travel and Description.*
C.—*Biography.*
D.—*History.*
E.—*Fiction.*
F.—*Poetry.*
G.—*Fine Arts* (Music, Drawing, Painting, etc.)
Class H.—*Miscellaneous* (Literature which cannot come under the foregoing or following classes, such as Mythology, Children's Stories, &c.)
J.—*Books of Reference* (Dictionaries, Cyclopedias, Gazetteers, Atlases, Year Books, School Law and JOURNALS, certain Reports on Education, Geology, Agriculture, Trade and Navigation, etc.)
K.—*Blue Books* (all government, and municipal reports, publications, etc., not in J.)
L.—*Periodicals.*
M.—*Readers* (and duplicates) *for Supplementary Reading in School.*

TABLE XXIII.—RURAL SCHOOL LIBRARIES—*Continued.*

County.	Section.	Circulation (No. of issues) during school year in each Class.*													No. of issues to others than pupils in this total.	No. of borrowers (readers).		
		Class A.	Class B.	Class C.	Class D.	Class E.	Class F.	Class G.	Class H.	Class J.	Class K.	Class L.	Class M.	Total.		Children.	Adults.	Total.
Colchester	Acadia Mines	21	15	1	29	281	10	54	54	...	...	...	...	465	...	90	4	94
"	Bass River	4	2	...	2	504	12	2	105	...	...	...	...	631	...	55	...	55
"	Folly Village	11	3	4	3	153	7	2	22	...	...	...	...	205	25	22	14	36
"	Old Barns	120	31	...	36	54	24	...	205	...	...	...	91	561	66	30	12	42
Cumberland	Advocate	6	16	10	...	300	4	1	3	...	...	...	...	340	20	120	8	128
Digby	Weymouth Bridge	4	50	6	10	300	...	...	50	5	...	...	...	425	2	50	2	52
Hants	Ellershouse	40	...	2	39	234	5	...	...	...	...	...	...	320	21	25	6	31
"	Three Mile Plains	57	39	23	17	226	10	...	58	...	...	...	...	430	23	56	11	67
Kings	South Berwick	16	24	6	16	57	...	...	217	1	...	...	...	337	43	...	43	43
Lunenburg	Mahone Bay	20	26	8	14	55	20	...	44	3	...	...	...	190	41	50	7	57
Pictou	Durham	44	4	24	7	68	2	...	11	...	...	...	...	160	3	30	3	33
"	West River	20	3	...	20	80	2	...	36	...	...	...	...	161	37	20	5	25
Shelburne	Lr. Woods Harbor	42	14	10	32	183	8	...	14	...	...	50	...	353	80	46	21	67
Yarmouth	W. Kemptville	35	3	6	8	247	...	...	43	...	...	...	...	342	19	31	21	52
"	Central Kemptville	1	2	...	...	170	...	...	18	...	...	...	...	191	130	7	35	42
"	Pembroke Shore	126	91	40	11	507	2	...	134	...	...	...	...	911	150	66	30	96
Total, 1906		567	326	140	244	3419	106	59	1014	9	...	50	91	6925	660	698	222	920
" 1905		632	343	111	263	3278	153	73	929	15	...	100	87	6452	1071	1187	372	1559
Increase		...	...	29	...	141	...	...	94	...	...	...	4	...	...	...	...	...
Decrease		65	17	...	19	...	47	14	...	6	...	50	...	427	411	489	150	639

**From Regulation 173 (8):*
The books shall be divided into the following twelve classes:
Class A.—*Scientific* (including all books ranging from elementary nature study to the application of science to the arts and industries, such as Agriculture Forestry, etc.)
B.—*Travel and Description.*
C.—*Biography.*
D.—*History.*
E.—*Fiction.*
F.—*Poetry.*
G.—*Fine Arts* (Music, Drawing, Painting, etc.)
Class H.—*Miscellaneous* (Literature which cannot come under the foregoing or following classes such as Mythology, Children's Stories, &c.)
J.—*Books of Reference* (Dictionaries, Cyclopedias, Gazetteers Atlases, Year Books, School Law, Journals and Reports on Education, etc.)
K.—*Blue Books* (all government and municipal reports, publications, etc., not in J.)
L.—*Periodicals.*
M.—*Readers for Supplementary Reading in School.*

STATISTICAL INFORMATION FROM INSTITUTIONS NOT RECEIVING GOVERNMENT GRANTS.

TABLE XXIV.—(A) Educational Institutions having Degree-Conferring Powers.

Statistics for the School Year ended Summer of 1906.

Name of Institution.	Place.	Name of President.	Staff.		Students in Arts.												Science.					Medicine.			Law.			Theology.			Grand Total Students.	Institution Founded.	Total Graduates to date.	Degrees Conferred in 1906.															
					Undergraduates.							General.					Undergraduates.	General.																																
			Professors.	Lecturers.	1st Year.	2nd Year.	3rd Year.	4th Year.	Males.	Females.	Total.	Males.	Females.	Total.	Total in Arts.				Males.	Females.	Total.	Males.	Females.	Total.	Regular.	Partial.	Total.	Regular.	Partial.	Total.				B. A.	B. L.	M. A.	B. Sc.	M. Sc.	B. E.	LL. B.	LL. D.	B. C. L.	D. C. L.	D. Sc.	M. D., C. M.	B. D.	D. D.	Litt. D.	Total.
King's College	Windsor	Ian C Hannah, D. C. L.	7	2	13	7	4	2	20	6	26				26						a 14						b 14			2	52	1790	863	4		4	1		1			3	1						14
Presbyterian College	Halifax	Rev. R. A. Falconer, D. D.	4	1	14	8	4		26		26				26													26		26	26	1820	380														3		3
Acadia College	Wolfville	Rev. Thos. Trotter, D. D	10	1	53	50	30	22	120	35	155	87	35	122	155	33		33			33							c 35		35		1838	762	19		3	2												24
Dalhousie College	Halifax	Rev. John Forrest, D. D	d 15	e 16	49	44	31	41	114	51	165	f 12	g 18	30	195	50	3	h 53			53	42	3	45	38	31	69				i 362	1818	1393	36		6	3	1	1	14					13			1	75
St. Francis Xavier's Col.	Antigonish.	Rev. H. P. MacPherson, D. D.	12	5	35	39	23	21	104	14	118	104	14	118	118	6										15	15		5	5	129	1855	157	18															18
College Ste. Anne	Church Point	Rev. P. M. Dagnaud	17		23	10	12	8	53		53				53																	1890																		
		Total, 1906	65	25	187	158	104	94	437	106	543	203	67	280	573	89	3	86			106	42	3	45	38	46	98	61		68	569		3555	77		13	6	1	2	14		3	1		13		3	1	134
		" 1905	62	36	139	111	98	99	338	109	447	31	44	78	525	94	8	101	1		102	42	4	46	45	39	84	32		32	736		3460	98		21	4	1	3	13	21	3	6		12		8		190
		Increase	3		48	47	6		99		96	169	23	202	48											7	14	29	5	36			95			2			1						1			1	
		Decrease		11				5		3						5	5	15	1	2			1	1	7						167			21		8		1		21		5				5		56

(a) 12 of these were at the Engineering School at Sydney.
(b) The Law School is in St. John, New Brunswick
(c) Those in Theology are also in the Arts Course and are counted there.
(d) Two Emeriti. (e) also 6 special Lecturers and 25 Examiners. (f) Including 6 graduates. (g) Including 1 graduate.
(h) Engineering Faculty. (i) Deduct 27 studying in two Faculties.

TABLE XXIV.—*Continued.* (B.)—EDUCATIONAL INSTITUTIONS NOT HAVING DEGREE CONFERRING POWERS.

Statistics for School Year ended Summer of 1906.

County.	Name of Institution.	Place.	Name of Principal.	No. of Teachers.	No. of Pupils corresponding in General Attainments to each of the Public School Grades of Nova Scotia as given below.																	
					Kindergarten.	Grade I.	Grade II.	Grade III.	Grade IV.	Grade V.	Grade VI.	Grade VII	Grade VIII.	Grade IX.	Grade X.	Grade XI.	Grade XII.	Males.	Females.	Total.	Average Daily Attendance
Halifax	Maritime Business College.	Halifax	Kaulbach & Schurman	15	....	....	....	..	..	....	....	....	....	....	....	..	....	195	181	376	125
"	Halifax Ladies' College	"	Miss M E. Windsor	11	....	....	5	..	14	5	5	12	14	17	16	8	59*	....	155	155	145
"	Halifax Conserv'ty of Music	"	Rev. Robt Laing	17	....	....	....				....	....	....	....	....	....	....	32	326	358	
"	Academy Sacred Heart	"	Madame M. Reid	17	....	....	12	8	15	10	15	....	12	13	10	5	5	....	105	105	105
"	Mt. St Vincent Academy	Rockingham	Mother M. Berchmans	12	....	....	2	5	8	5	5	15	12	22	26	18	2	....	120	120	116
Hants	Collegiate School	Windsor	F. Handsombody	5	....	....	..	..	....	..	....		....	....	....	....	....	63	....	63	63
"	Church School for Girls	"	Miss Gena Smith	11	....	....	....	....	....		..	....	....	....	..	....			80	80	....
Kings	Horton Coll. Academy	Wolfville	C. J. Mersereau	8	....	....	....	....	....	....	..	..	..	10	21	28	10†	69	....	69	65
"	Acadia Seminary	"	Rev. H T. DeWolfe	20	....	....	..	....		..	....	..	....	....	....	..	....	....	125	125	....
"	Acacia Villa School	Hortonville	A. McN. Patterson, M. A.	6	....	....	....	..	3			4	7	16	18	7	....	50	5	55	55
Pictou	Stella Marie Convent	Pictou	Sister St. Pamphilus	3	....	10	8	12	10	12	9	8	6	10	8	4	....		97	97	45
"	St. John Baptiste Academy	New Glasgow	Sister St. Antonine	3	....	15	30	21	15	15	17	....	....	16	5	....	....	62	72	134	94
"	Our Lady of Lourdes	Lourdes	Sister M. Constance	3	....	51	22	19	9	9	9	5	4	....	....	.	..	61	67	128	100
			Total, 1906	131	..	76	79	65	74	56	60	44	55	104	104	70	76	532	1333	1865	913
			" 1905	136	..	83	104	65	62	74	72	62	62	118	122	105	4	582	1355	1937	789
			Increase	....	..	....	....	..	12	....			....	....	....	....	72	.	....	..	124
			Decrease	5	..	7	25	..	.	18	12	18	7	14	18	35		50	22	72	

* Special Students. † Commercial Course.

TABLE XXV.

Conspectus of M. P. Q. Examination Results by Stations.

Station.	1905.					1906.				
	Total.	Rank of Candidates. First.	Second.	Third.	Failed.	Total.	Rank of Candidates. First.	Second.	Third.	Failed.
Advocate	....	....	....	....	....	2	....	1	1	....
Amherst	17	11	6	....	....	7	....	5	2	....
Annapolis	8	6	2	....	....	11	....	2	8	1
Antigonish	25	11	10	3	1	30	....	16	13	1
Arichat	8	1	5	2	....	4	....	....	4	....
Baddeck	22	6	11	3	2	5	....	2	2	1
Barrington	18	7	9	2	....	5	....	1	4	....
Bear River	5	5	....	....	....	8	....	5	3	....
Berwick	12	8	4	....	....	4	....	3	1	....
Bridgetown	12	6	5	1	....	11	....	6	5	....
Bridgewater	14	2	10	2	....	19	....	7	11	1
Canso	4	3	1	....	....	12	....	6	5	1
Chester	4	3	1	....	....	3	....	1	2	....
Church Point	3	....	3	....	....	2	....	2	....	....
Digby	10	4	4	2	....	13	....	9	4	....
Glace Bay	....	....	....	....	....	8	....	4	4	....
Great Village	15	9	6	....	....	23	....	14	9	....
Guysboro	8	2	6	....	....	7	....	1	5	1
Halifax	41	26	14	....	1	39	2	16	19	2
Kentville	8	3	4	1	....	10	....	3	7	....
Liverpool	17	4	13	....	....	22	....	3	17	2
Lockeport	6	4	2	....	....	6	....	....	6	....
Lunenburg	25	7	17	1	....	20	....	12	8	....
Mabou	5	....	4	1	....	3	....	1	2	....
Maitland	6	4	2	....	....	5	....	....	5	....
Margaree Harbor	9	....	4	4	1	6	....	5	1	....
Middle Musquodoboit	13	4	7	2	....	19	....	13	6	....
Middleton	13	8	5	....	....	19	....	9	8	2
New Glasgow	13	4	7	1	1	14	....	7	6	1
North Sydney	11	4	7	....	....	10	....	5	5	....
Oxford	15	4	11	....	....	13	....	12	1	....
Parrsboro	6	1	4	1	....	9	....	4	5	....
Pictou	33	24	9	....	....	38	....	21	17	....
Port Hawkesbury	18	1	12	5	....	5	....	....	1	4
Port Hood	8	3	4	1	....	6	....	3	3	....
River John	7	6	1	....	....	4	....	1	3	....
Sheet Harbor	11	3	7	1	....	14	....	4	8	2
Shelburne	7	3	4	....	....	12	....	1	11	....
Sherbrooke	5	....	2	3	....	....	....	....	....	....
Springhill	9	4	5	....	....	3	....	2	1	....
Stellarton	1	1	....	....	....	4	....	1	3	....
St. Peter's	7	....	6	1	....	12	....	3	8	1
Sydney	10	6	4	....	....	15	....	4	9	2
Tatamagouche	12	2	9	....	1	8	....	4	4	....
Truro	14	7	6	1	....	37	....	23	14	....
Upper Stewiacke	4	....	4	....	....	2	....	....	2	....
Westport	....	....	....	....	....	9	....	7	2	....
Westville	7	5	2	....	....	1	....	....	1	....
Windsor	18	9	8	1	....	17	....	9	8	....
Wolfville	12	10	2	....	....	5	....	1	4	....
Yarmouth	13	4	8	1	....	4	....	....	4	....
Total	569	245	277	40	7	565	2	259	282	22

TABLE XXVI.—PROVINCIAL HIGH SCHOOL EXAMINATIONS, JULY, 1906.

Station.	Male Candidates.	Female Candidates.	Total Candidates.	Male XII.					Female XII.					Male XII (Partial Course.)			Female XII (Partial Course.)			Male XI.					Female XI.					Male X.			
				Candidates for Grade XII.	Received Grade XII.	Received Grade XI.	Received Grade X.	Failed.	Candidates for Grade XII.	Received Grade XII.	Received Grade XI.	Received Grade X.	Failed.	Candidates for Grade XII.	Passed.	Failed.	Candidates for Grade XII.	Passed.	Failed.	Candidates for Grade XI.	Received Grade XI.	Received Grade X.	Received Grade IX.	Failed.	Candidates for Grade XI.	Received Grade XI.	Received Grade X.	Received Grade IX.	Failed.	Candidates for Grade X.	Received Grade X.	Received Grade IX.	Failed.
Advocate	6	10	16																											1	1		
Amherst	30	78	108											3	1	2				2	2				11	9	1	1		13	10	2	1
Annapolis	21	46	67																	4	1	2		1	7	4	3			9	5		4
Antigonish	34	94	128	2	1			1	1			1		4	1	3	2	1	1	6	3	1	2		5	5				8	4		4
Arichat	11	10	21																	4	1	3			2	2				3	2		1
Baddeck	26	51	77																	8	5	1	1	1	7	5	2			7	3	2	2
Barrington	8	37	45																	2	2				7	4	1	2		2	2		
Bear River	16	39	55																	3	3				4	3	1			10	9	1	
Berwick	25	70	95																	10	6	1	1	2	14	12	1	1		7	1	3	3
Bridgetown	40	66	106																	5	3	1	1		18	10	3	3	2	7	4	1	2
Bridgewater	10	81	91																	2		1	1		9	1	4	3	1	1	1		
Canso	11	31	42																	9	6	3			7	4	3			4	3	1	
Chester	9	24	33																	3	1	2			3		2		1	5	2	2	1
Church Point	6	24	30																	3	3				2	2				1	1		
Digby	7	35	42											1	1					1	1				6	5	1			2	1	1	
Glace Bay	11	55	66																	1		1			2	1			1	4	1	1	2
Great Village	19	62	81																	2	2				15	14			1	8	3	3	2
Guysboro	14	35	49																						2		1	1		5	4		1
Halifax	156	286	442											3	2	1	6	2	4	34	32	1	1		51	45	6			45	42	1	2
Kentville	32	70	102														2		2	7	3	2	1	1	16	13	2		1	10	7	2	1
Liverpool	18	68	86											1	1		1		1	3	1	2			21	19	2			4	2	1	1
Lockeport	10	31	41																						4	2	2			7	2	2	3
Lunenburg	32	80	112														1		1	4	2	2			19	14	3	1	1	8	6	2	
Mabou	11	20	31																						4	3	1			5	2	1	2
Maitland	16	37	53																	2	1	1			6	5		1		5	1	2	2
Margaree Harbor	10	19	29																	2	2									2	1		
Middleton	16	37	53																	3	3				13	10	3			6	1	2	8

Middleton	42	67	109																			9	6	3			15	10	4	1		9	2	5	2
New Glasgow	51	99	150																			8	5	3			15	12	3			14	10	2	2
North Sydney	30	74	104																			5	2	1	2		12	9	1	1	1	11	6	3	2
Oxford	20	64	84																			2	1			1	10	7	2	1		9	7		2
Parrsboro	17	50	67																			1	1				8	6	1		1	5	3	1	1
Pictou	62	110	172	12	8		2	2	5	2		1	2	3	1	2	4		4	15	11	3	1		30	21	7	1	1	16	11	3	2
Port Hawkesbury	16	23	39																	2	2				3	1	1	1		1	1			
Port Hood	13	23	36																	1	1				3	1	2			1		1	
River John	9	30	39																						6	4	1		1	1			1
Sheet Harbor	15	41	56																						5	3	2			4	2	2	
Shelburne	6	29	35																	1		1			4	2	2			2	2		
Sherbrooke	8	19	27																	1		1								3	3		
Springhill	14	42	56																	1	1				10	6	3	1		5	1	3	1
Stellarton	15	33	48																	1		1			4	4				7	4	2	1
St. Peter's	33	37	70																	4	3	1			4	2		1	1	6	3	2	1
Sydney	27	83	110	1	1				1		1			2		2	6	4	2	7	5	2			14	7	3	3	1	4	4		
Tatamagouche	10	49	59																						10	6	2	1	1	3	2		1
Truro	86	175	261	5	4	1			5	2	3			7	2	1	5	4	1	16	15	1			40	30	6	3	1	17	14	2	1
Upper Stewiacke	7	20	27																											4	2		2
Westport	10	30	40																	4	4				7	6	1			3	3		
Westville	11	22	33																						1	1				4	3	1	
Windsor	36	101	137																	5	4	1			22	16	4	2		9	4	1	4
Wolfville	15	59	74																	4	3	1			13	10	2	1		5	3	2	
Yarmouth	59	119	178	1	1									3		3	4	1	3	9	8	1			15	12	1	2		14	10	3	1
Total, 1906	1221	2927	4148	21	15	1	2	3	12	4	4	2	2	23	9	14	31	12	19	215	154	44	11	6	506	368	90	32	16	346	221	64	61
" 1905	1137	2727	3864	13	8	4		1	13	6	5	1	1	35	14	21	28	13	15	209	162	33	7	7	457	364	61	18	14	298	149	89	60
Increase	84	200	284	8	7		2	2		2		1	1				3		4	6		11	4		49	4	29	14	2	48	72		1
Decrease						3			1		1			12	5	7		1			8			1								25	

TABLE XXVI.—PROVINCIAL HIGH SCHOOL EXAMINATIONS, JULY, 1906.

Station.	Male Candidates.	Female Candidates.	Total Candidates.	Male XII.					Female XII.					Male XII (Partial Course.)			Female XII (Partial Course.)			Male XI.					Female XI.					Male X.			
				Candidates for Grade XII.	Received Grade XII.	Received Grade XI.	Received Grade X.	Failed.	Candidates for Grade XII.	Received Grade XII.	Received Grade XI.	Received Grade X.	Failed.	Candidates for Grade XII.	Passed.	Failed.	Candidates for Grade XII.	Passed.	Failed.	Candidates for Grade XI.	Received Grade XI.	Received Grade X.	Received Grade IX.	Failed.	Candidates for Grade XI.	Received Grade XI.	Received Grade X.	Received Grade IX.	Failed.	Candidates for Grade X.	Received Grade X.	Received Grade IX.	Failed.
Advocate	6	10	16																											1	1		
Amherst	30	78	108											3	1	2				2	2				11	9	1	1		13	10	2	1
Annapolis	21	46	67																	4	1	2		1	7	4	3			9	5		4
Antigonish	34	94	128	2	1			1	1			1		4	1	3	2	1	1	6	3	1	2		5	5				8	4		4
Arichat	11	10	21																	4	1	3			2	2				3	2		1
Baddeck	26	51	77																	8	5	1	1	1	7	5	2			7	3	2	2
Barrington	8	37	45																	2	2				7	4	1	2		2	2		
Bear River	16	39	55																	3	3				4	3	1			10	9	1	
Berwick	25	70	95																	10	6	1	1	2	14	12	1	1		7	1	3	3
Bridgetown	40	66	106																	5	3	1	1		18	10	3	3	2	7	4	1	2
Bridgewater	10	81	91																	2		1	1		9	1	4	3	1	1	1		
Canso	11	31	42																	9	6	3			7	4	3			4	3	1	
Chester	9	24	33																	3	1	2			3		2		1	5	2	2	1
Church Point	6	24	30																	3	3				2	2				1	1		
Digby	7	35	42											1	1					1	1				6	5	1			2	1	1	
Glace Bay	11	55	66																	1		1			2	1			1	4	1	1	2
Great Village	19	62	81																	2	2				15	14			1	8	3	3	2
Guysboro	14	35	49																						2		1	1		5	4		1
Halifax	156	286	442											3	2	1	6	2	4	34	32	1	1		51	45	6			45	42	1	2
Kentville	32	70	102														2		2	7	3	2	1	1	16	13	2		1	10	7	2	1
Liverpool	18	68	86											1	1		1		1	3	1	2			21	19	2			4	2	1	1
Lockeport	10	31	41																						4	2	2			7	2	2	3
Lunenburg	32	80	112														1		1	4	2	2			19	14	3	1	1	8	6	2	
Mabou	11	20	31																						4	3	1			5	2	1	2
Maitland	16	37	53																	2	1	1			6	5		1		5	1	2	2
Margaree Harbor	10	19	29																	2	2									2	1		
Middle Musquodoboit	20	[illegible]	[illegible]																	2	2				13	10	3			6	1	2	3

Middleton	42	67	109	....	....	....	....	..	....	....	....	....	..	....	....	....	....	....	....	9	6	3	....	..	15	10	4	1	..	9	2	5	2
New Glasgow	51	99	150	....	....	....	....	..	....	....	....	....	..	....	....	....	....	....	....	8	5	3	....	..	15	12	3	....	..	14	10	2	2
North Sydney	30	74	104	....	....	....	....	..	....	....	....	....	..	....	....	....	....	....	....	5	2	1	2	..	12	9	1	1	1	11	6	3	2
Oxford	20	64	84	....	....	....	....	..	....	....	....	....	..	....	....	....	....	....	....	2	1	....	....	1	10	7	2	1	..	9	7	....	2
Parrsboro	17	50	67	....	....	....	....	..	....	....	....	....	..	....	....	....	....	....	....	1	1	....	....	..	8	6	1	....	1	5	3	1	1
Pictou	62	110	172	12	8	....	2	2	5	2	....	1	2	3	1	2	4	....	4	15	11	3	1	..	30	21	7	1	1	16	11	3	2
Port Hawkesbury	16	23	39	....	....	....	....	..	....	....	....	....	..	....	....	....	....	....	....	2	2	....	..	..	3	1	1	1	..	1	1	....	..
Port Hood	13	23	36	....	....	....	....	..	....	....	....	....	..	....	....	....	....	....	....	1	1	....	..	..	3	1	2	....	..	1	....	1	..
River John	9	30	39	....	....	....	....	..	....	....	....	....	..	....	....	....	....	....	....	....	....	..	....	..	6	4	1	....	1	1	....	....	1
Sheet Harbor	15	41	56	....	....	....	....	..	....	....	....	....	..	....	....	....	....	....	....	....	....	..	....	..	5	3	2	....	..	4	2	2	..
Shelburne	6	29	35	....	....	....	....	..	....	....	....	....	..	....	....	....	....	....	....	1	....	1	....	..	4	2	2	....	..	2	2	....	..
Sherbrooke	8	19	27	....	....	....	....	..	....	....	....	....	..	....	....	....	....	....	....	1	....	1	....	..	....	....	....	....	..	3	3	....	..
Springhill	14	42	56	....	....	....	....	..	....	....	....	....	..	....	....	....	....	....	....	1	1	....	....	..	10	6	3	1	..	5	1	3	1
Stellarton	15	33	48	....	....	....	....	..	....	....	....	....	..	....	....	....	....	....	....	1	....	1	....	..	4	4	....	....	..	7	4	2	1
St. Peter's	33	37	70	....	....	....	....	..	....	....	....	....	..	....	....	....	....	....	....	4	3	1	....	..	4	2	....	1	1	6	3	2	1
Sydney	27	83	110	1	1	....	....	..	1	....	1	....	..	2	....	2	6	4	2	7	5	2	....	..	14	7	3	3	1	4	4	....	..
Tatamagouche	10	49	59	....	....	....	....	..	....	....	....	....	..	....	....	....	....	....	....	....	....	....	....	..	10	6	2	1	1	3	2	....	1
Truro	86	175	261	5	4	1	....	..	5	2	3	....	..	7	2	1	5	4	1	16	15	1	....	..	40	30	6	3	1	17	14	2	1
Upper Stewiacke	7	20	27	....	....	....	....	..	....	....	....	....	..	....	....	....	....	....	....	....	....	....	....	..	....	....	....	....	..	4	2	....	2
Westport	10	30	40	....	....	....	....	..	....	....	....	....	..	....	....	....	....	....	....	4	4	....	....	..	7	6	1	....	..	3	3	....	..
Westville	11	22	33	....	....	....	....	..	....	....	....	....	..	....	....	....	....	....	....	....	....	....	....	..	1	1	....	....	..	4	3	1	..
Windsor	36	101	137	....	..	....	....	..	....	....	....	....	..	....	....	....	....	....	....	5	4	1	....	..	22	16	4	2	..	9	4	1	4
Wolfville	15	59	74	....	....	....	....	..	....	....	....	....	..	....	....	....	....	....	....	4	3	1	....	..	13	10	2	1	..	5	3	2	..
Yarmouth	59	119	178	1	1	....	....	..	....	....	....	....	..	3	....	3	4	1	3	9	8	1	....	..	15	12	1	2	..	14	10	3	1
Total, 1906	1221	2927	4148	21	15	1	2	3	12	4	4	2	2	23	9	14	31	12	19	215	154	44	11	6	506	368	90	32	16	346	221	64	61
" 1905	1137	2727	3864	13	8	4	...	1	13	6	5	1	1	35	14	21	28	13	15	209	162	33	7	7	457	364	61	18	14	298	149	89	60
Increase	84	200	284	8	7	....	2	2	...	2	...	1	1	....	....	....	3	....	4	6	...	11	4	..	49	4	29	14	2	48	72	....	1
Decrease	....	....	....	..	....	3	..	..	1	....	1	....	..	12	5	7	....	1	..	..	8	....	....	1	....	....	....	....	..	....	....	25	..

TABLE XXVI.—PROVINCIAL HIGH SCHOOL EXAMINATIONS, JULY, 1906—*Continued.*

STATION.	Female X.				Male IX.			Female IX.			Total Supplementaries, etc.	Total received Grade XII.	Total failed Grade XII.	Total received Grade XII "Partial."	Total failed Grade XII "Partial."	Received Grade XI on Grade XII examination.	Received Grade XI on Grade XI examination.	Total received Grade XI.	Total failed Grade XI.	Received Grade X on Grade XII examination.	Received Grade X on Grade XI examination.	Received Grade X on Grade X examination.	Total received Grade X.	Total failed Grade X.	Received Grade IX on Grade XI examination.	Received Grade IX on Grade X examination.	Received Grade IX on Grade IX examination.	Total received Grade IX.	Total failed Grade IX.	Total received certificates.	No. received Grade applied for.	No. received one Grade lower than applied for.	No. received second Grade lower than applied for.	Total number failed.
	Candidates for Grade X.	Received Grade X.	Received Grade IX.	Failed.	Candidates for Grade IX.	Received Grade IX.	Failed.	Candidates for Grade IX.	Received Grade IX.	Failed.																								
Advocate	5	1	1	3	4	2	2	4	4	...	2	..	..	..	..	...	..	...	...	...	...	2	2	3	...	1	6	7	2	9	8	1	...	5
Amherst	23	18	2	3	12	8	4	37	28	9	7	..	..	1	2	...	11	11	1	...	1	28	29	4	1	4	36	41	13	81	75	5	1	19
Annapolis	17	10	3	4	7	7	...	21	10	11	2	..	..	..	..	...	5	5	1	...	5	15	20	8	...	3	17	20	11	45	37	8	...	20
Antigonish	29	19	7	3	13	7	6	54	26	28	4	2	1	1	3	..	8	8	...	1	1	23	25	7	2	7	33	42	34	77	66	8	3	46
Arichat	6	4	1	1	4	4		2	1	1	...	..	..	..	..	...	3	3	...	...	3	6	9	2	...	1	5	6	1	18	14	4	...	3
Baddeck	11	4	3	4	11	8	3	29	13	16	4	..	..	..	..	...	10	10	1	...	3	7	10	6	1	5	21	27	19	47	38	8	1	26
Barrington	12	9	1	2	4	1	3	16	11	5	2	..	..	..	..	...	6	6	...	...	1	11	12	2	2	1	12	15	8	33	29	2	2	10
Bear River	13	9	3	1	3	1	2	20	11	9	2	..	..	..	..	...	6	6	...	...	1	18	19	1	...	4	12	16	11	41	36	5	...	12
Berwick	26	10	4	12	8	3	5	26	5	21	4	..	..	..	..	...	18	18	2	...	2	11	13	15	2	7	8	17	26	48	37	9	2	43
Bridgetown	17	9	8	...	26	10	16	27	10	17	6	..	..	..	..	...	13	13	2	...	4	13	17	2	4	9	20	33	33	63	46	13	4	37
Bridgewater	21	9	5	7	7	5	2	47	26	21	4	..	..	..	..	...	1	1	1	...	5	10	15	7	4	5	31	40	23	56	42	10	4	31
Canso	9	6	2	1	5	3	2	12	7	5	3	..	..	..	..	...	6	6	...	...	3	9	12	1	...	3	10	13	7	31	25	6	...	8
Chester	11	5	3	3	1	...	1	8	6	2	2	..	..	..	..	...	1	1	1	...	4	7	11	4	...	5	6	11	3	23	14	9	...	8
Church Point	9	8	1	...	2	1	1	12	9	3	1	..	..	..	..	...	5	5	...	...	...	9	9	...	...	1	10	11	4	25	24	1	...	4
Digby	19	10	4	5	3	1	2	9	2	7	1	..	..	1	..	...	6	6	...	...	1	11	12	5	...	5	3	8	9	26	20	6	...	14
Glace Bay	17	9	5	3	6	5	1	34	13	21	2	..	..	..	..	...	1	1	1	...	1	10	11	5	...	6	18	24	2	36	29	7	...	28
Great Village	23	17	2	4	9	5	4	21	14	7	3	..	..	..	..	...	16	16	1	...	...	20	20	6	...	5	19	24	11	66	55	5	...	18
Guysboro	9	3	...	6	9	3	6	23	8	15	1	..	..	..	..	...	...	...	...	...	1	7	8	7	1	...	11	12	21	20	18	1	1	28
Halifax	86	69	11	6	69	47	22	121	67	54	27	2	..	2	5	...	77	77	...	...	7	111	118	8	1	12	114	127	76	324	304	19	1	89
Kentville	28	10	7	11	14	5	9	20	3	17	5	..	..	..	2	...	16	16	2	...	4	17	21	12	1	9	8	18	26	55	41	13	1	42
Liverpool	29	15	3	11	9	3	6	12	4	8	6	..	..	1	1	...	20	20	...	...	4	17	21	12	...	4	7	11	14	52	44	8	...	27
Lockeport	10	4	2	4	3	...	3	17	8	9	..	..	..	..	..	...	2	2	...	...	2	6	8	7	...	4	8	12	12	22	16	6	...	19
Lunenburg	24	17	5	2	16	9	7	30	16	14	10	..	..	..	1	...	16	16	1	...	5	23	28	2	1	7	25	33	21	77	64	12	1	25
Mabou	11	6	1	4	5	...	5	4	1	3	2	..	..	..	..	...	3	3	...	...	1	8	9	6	...	2	1	3	8	15	12	3	...	14
Maitland	17	10	...	7	9	3	6	12	4	8	2	..	..	..	..	...	6	6	...	...	1	11	12	9	1	2	7	10	14	28	24	3	1	23
Margaree Harbor	9	4	2	3	5	1	4	10	...	10	1	..	..	..	..	...	2	2	...	...	...	5	5	3	...	3	1	4	14	11	8	3	...	17
Mid. Musquodoboit	25	13	6	4	12	3	9	25	13	12	6	..	..	..	..	...	12	12	...	...	3	16	19	7	...	8	16	24	21	55	44	11	...	28

Middleton	18	7	8	3	21	12	9	30	13	17	7	..	..	..	..	..	16	16	..	..	7	9	16	8	1	13	25	39	26	71	50	20	1	31
New Glasgow	39	23	8	8	26	12	14	41	20	21	7	..	..	..	..	..	17	17	..	..	6	33	39	16	..	10	32	42	35	98	82	16	..	45
North Sydney	26	13	6	7	13	6	7	34	14	20	3	..	..	..	..	..	11	11	3	..	2	19	21	9	1	9	20	30	27	62	50	11	1	39
Oxford	24	12	5	7	8	2	6	25	9	16	6	..	..	..	..	..	8	8	1	..	2	19	21	9	1	5	11	17	22	46	38	7	1	32
Parrsboro	20	11	3	6	11	7	4	22	9	13	..	..	..	..	..	..	7	7	1	..	1	14	15	7	..	4	16	20	17	42	37	5	..	25
Picton	22	5	4	13	15	7	8	42	20	22	8	14	4	..	6	..	32	32	1	3	10	16	29	1	2	7	27	36	30	108	86	17	5	56
Port Hawkesbury	5	2	1	2	12	2	10	14	1	13	2	..	..	..	..	..	3	3	..	..	1	3	4	2	1	1	3	5	23	12	9	2	1	23
Port Hood	5	4	..	1	10	5	5	15	4	11	1	..	..	..	..	..	2	2	..	..	2	4	6	1	..	1	9	10	16	18	15	3	..	17
River John	9	5	1	3	8	3	5	13	2	11	2	..	..	..	..	..	4	4	1	..	1	5	6	4	..	1	5	6	16	16	14	2	..	21
Sheet Harbor	15	6	5	4	10	6	4	21	6	15	1	..	..	..	..	..	3	3	..	..	2	8	10	4	..	7	12	19	19	32	23	9	..	23
Shelburne	9	6	..	3	3	3	..	11	4	7	5	..	..	..	..	..	2	2	3	..	3	8	11	3	..	..	7	7	7	20	17	3	..	10
Sherbrooke	11	8	1	2	4	1	3	8	4	4	..	..	..	..	..	..	..	..	..	..	1	11	12	2	..	1	5	6	7	18	16	2	..	9
Springhill	16	9	4	3	8	6	2	12	9	3	4	..	..	..	..	..	7	7	1	..	3	10	13	4	..	7	15	22	5	42	32	10	..	10
Stellarton	14	10	2	2	7	6	1	15	4	11	..	..	..	..	..	..	4	4	..	..	1	14	15	3	..	4	10	14	12	33	28	5	..	15
St. Peter's	13	7	3	3	20	8	12	18	7	11	5	..	..	..	..	..	5	5	1	..	1	10	11	4	1	5	15	21	23	37	30	6	1	28
Sydney	16	7	4	5	13	6	7	44	17	27	2	1	..	4	4	1	12	13	1	..	5	11	16	5	3	4	23	30	40	60	47	10	3	44
Tatamagouche	15	10	..	5	7	4	3	20	15	5	4	..	..	..	..	..	6	6	1	..	2	12	14	6	1	..	9	10	18	30	27	2	1	25
Truro	51	30	11	10	43	22	21	67	34	33	9	6	..	6	2	4	45	49	1	..	7	44	51	11	3	13	56	72	54	178	151	24	3	68
Upper Stewiacke	4	3	1	..	2	..	2	15	5	10	2	..	..	..	..	..	..	..	..	..	..	5	5	2	..	1	5	6	12	11	10	1	..	14
Westport	8	6	2	..	2	1	1	14	7	7	2	..	..	..	..	..	10	10	..	..	1	9	10	..	..	2	8	10	8	30	27	3	..	8
Westville	8	5	1	2	7	2	5	12	3	9	1	..	..	..	..	..	1	1	..	..	..	8	8	2	..	2	5	7	14	16	14	2	..	16
Windsor	29	14	9	6	22	15	7	41	18	23	10	..	..	..	..	..	20	20	..	..	5	18	23	10	2	10	33	45	30	88	71	15	2	40
Wolfville	21	11	4	6	5	3	2	23	11	12	3	..	..	..	..	..	13	13	..	..	3	14	17	6	1	6	14	21	14	51	41	9	1	20
Yarmouth	42	20	12	10	31	26	5	54	31	20	5	1	..	1	6	..	20	20	..	..	2	30	32	11	2	15	60	77	25	130	111	17	2	42
Total, 1906	916	544	187	225	584	310	274	1264	590	674	198	23	5	17	32	5	518	523	29	4	131	765	900	272	40	251	890	1181	944	2627	2196	387	44	1307
" 1905	838	413	276	149	533	282	251	1171	624	547	269	14	2	27	36	9	526	535	20	1	94	562	657	209	26	365	905	1296	799	2502	2034	468	26	1067
Increase	118	131	..	76	51	18	23	93	..	127	..	9	3	..	4	..	..	..	9	3	37	203	243	63	14	..	..		145	125	162	..	18	240
Decrease	..	..	89	..	..	..	..	..	31	..	71	..	..	10	..	4	8	12	..	..	..	..	..	..	..	114	15	115	..	..	..	81	..	..

TABLE XXVII.—EXPENDITURE GOVERNMENT FUNDS FOR COMMON SCHOOLS, COUNTY ACADEMIES, &c.

For the Fiscal Year ended September 30th, 1906.

Counties.	Population.	No. of Schools in session.	No. of Pupils registered.	Provincial Aid.	Grant to County Academies.	Total assignable to Counties.	Cost to Government per pupil.
Annapolis	18842	127	4288	$ 10482 41	$ 275 25	$ 10757 66	$2 50
Antigonish	13617	76	2585	5685 08	825 77	6510 85	2 51
Cape Breton	49166	214	11289	16385 27	550 51	16935 78	1 50
Colchester	24900	156	5621	12279 31	1009 25	13288 56	2 36
Cumberland	36168	216	9119	16760 35	550 51	17310 86	1 89
Digby	20322	106	4646	7964 03	275 25	8239 28	1 77
Guysboro	18320	95	3715	6693 06	275 25	6968 31	1 87
Halifax City	40832	162	8477	15105 82	1009 25	16115 07	1 90
Halifax County	33830	164	7244	11671 97	.....	11671 97	1 61
Hants	29056	124	4536	9899 18	550 51	10449 69	2 30
Inverness	24353	132	5094	8939 52	275 25	9214 77	1 80
Kings	21937	130	4898	10717 68	550 51	11268 19	2 30
Lunenburg	32389	174	7438	12975 21	550 51	13525 72	1 81
Pictou	33459	179	6504	14043 24	1009 25	15052 49	2 31
Queens	10138	55	2031	4300 22	550 51	4850 73	2 38
Richmond	13515	73	2630	5157 30	275 25	5432 55	2 07
Shelburne	14290	85	3125	6585 93	275 25	6861 18	2 19
Victoria	10571	53	1880	3764 38	275 25	4039 63	2 14
Yarmouth	22869	125	5212	10555 96	916 67	11472 63	2 20
Total, 1906	459574	2446	100332	$189965 92	$10000 00	$199965 92	$1 99
" 1905	459574	2429	100252	189954 69	10000 00	199954 69	1 99
Increase	.....	17	80	$11 23	.....	$11 23	.....
Decrease	.....	.....	.....	.....	.....	.....	.....

Other Services and Total Government Expenditure for Education.	
Inspectors' Salaries	$ 17300 00
" Stationery, Postage, etc	575 00
Examination (net)	4286 50
Travelling Expenses—Normal School Students	1798 00
Salaries—Education Office	4806 67
Office Expenses, Registers, Register Covers, Postage, Expressage, Telegrams, Stationery, etc	1128 47
Total	$ 29894 64
Last Column	199965 92
Total Public Schools, 1906	$229860 56
Institution for Deaf and Dumb	7110 00
Halifax School for the Blind	7425 00
Normal School	12600 00
Government Night Schools	494 00
Mechanic Science	6309 45
Domestic Science	3960 85
Summer School of Science	200 00
Committee on Acadian Readers	150 20
Rural School Libraries	90 00
Provincial Educational Association	200 00
School Consolidation	1650 00
Guelph Nature Study Scholarships	875 50
Total Government Expenditure, 1906	$270925 56
" " 1905	271656 79
Decrease	$731 23

TABLE XXVIII.

CLASSIFICATION OF SCHOOLS ACCORDING TO THE NUMBER OF PUPILS, &c., 1905–06.

MUNICIPALITY.	Schools with less than 20 Pupils.			No. of Schools, 20 to 39 Pupils.	No. of Schools, 40 pupils or over.	Graded Schools.		
	No. of Schools.	Av. Enrolment.	Av. Attendance.			No. of Sections	No. of Depts.	No. of Pupils.
Annapolis	23	12.1	7.9	42	20	13	42	1758
Antigonish	3	16.	9.6	39	13	3	21	729
Cape Breton	12	15.	8.8	33	25	8	144	8684
Colchester	27	15.3	9.4	49	24	13	56	3137
Cumberland	30	14.9	8.9	65	31	15	90	5169
Digby	3	16.3	8.9	20	10	10	28	1345
Clare	2	16.	9.1	9	11	9	22	1104
Guysboro	8	15.2	9.6	19	19	7	22	1093
St. Mary's	6	15.6	9.	11	7	1	3	119
Halifax Co	17	14.7	10.2	48	58	10	41	2130
Halifax City	.....	.....	.....	.....	.....	1	162	8477
Hants, East	10	15.8	8.1	23	15	7	14	533
Hants, West	4	16.7	8.6	14	12	9	32	1375
Inverness, South	11	15.7	9.4	29	15	3	13	428
Inverness, North	5	15.6	8.3	23	24	3	11	647
Kings	11	14.2	7.9	43	31	16	45	1829
Lunenburg	12	14.6	8.	48	39	12	48	2236
Chester	3	17.3	10.	7	12	2	6	357
Pictou	42	14.6	9.3	59	14	10	64	3567
Queens	8	11.2	7.3	18	4	7	25	1195
Richmond	11	16.	11.1	28	17	7	17	719
Shelburne	6	10.6	7.2	21	6	4	14	531
Barrington	5	15.4	10.	2	11	8	20	804
Victoria	11	15.8	8.2	20	17	2	6	273
Yarmouth	2	13.	10.2	16	9	7	44	1895
Argyle	1	12.	9.	11	12	15	30	1365
Total, 1906	273	14.8	9.	697	456	202	1020	51499
" 1905	273	14.9	8.7	713	469	204	1000	50296
Increase	.....	..	.3	.....	.....	.....	20	1203
Decrease	.....	.1	.....	16	13	2	.....	.....

TABLE XXIX.

Summary of Government Grants for Education for the Fiscal Year ended 30th September, 1906.

Provincial Aid to Teachers	$189,965 92
Provincial Normal School	12,600 00
Institution for Deaf and Dumb	7,110 00
School for the Blind	7,425 00
County Academies	10,000 00
Inspection	17,875 00
Expenses (Office, etc.)	1,128 47
Salaries (Office)	4,806 67
Provincial Examinations (gross)	6,332 75
Travelling Expenses, Normal School Students	1,798 00
Manual Training—Mechanic Science grants	6,309 45
" Domestic Science grants	3,960 85
Guelph Nature Study Scholarships	875 50
Government Night Schools	494 00
Rural School Libraries	90 00
Summer School of Science	200 00
Provincial Educational Association	200 00
Committee on Acadian Readers	150 20
School Consolidation (out of $36,000 vote)	1,650 01
	$272,971 81
Less Examination fees	2,046 25
Net	$270,925 56

PART III.

APPENDICES.

Provincial Normal School Buildings, Truro, N. S.

APPENDIX A.

PROVINCIAL NORMAL SCHOOL.

DAVID SOLOAN, LL. D., *Principal.*

A. H. MACKAY, ESQ., LL. D., F. R. S. C.,
Superintendent of Education, N. S.

SIR,—I have the honor of submitting the following report for the year ended July, 1906.

The enrolment at the Provincial Normal School, exclusive of the summer classes in natural science, is greater than last year, but only by six, although economic and educational conditions in the province would seem to have promised a larger attendance. In the "A" class there were five students, three of whom were graduates of provincial colleges; in the "B" class, eighty-two; in the "C" class, forty-five; and in the "D" class twenty-two, making a total of one hundred and fifty-four. One student completed the course for license in mechanic science. A permanent and regrettable condition is the small proportion of young men in the various classes, the number for the year being only eighteen. It is altogether likely that, since our country reflects social and industrial conditions prevalent in sister provinces as well as in the United States, the number of male teachers will undergo a still further decrease until only the comparatively few well-paid positions will be filled by them.

The appended lists of awards show the distribution of the students according to counties and classes, and the promotions granted to graduates of former years. Altogether, eleven Academic diplomas were issued during the school year; eighty-three First Rank, of which seventeen were promotions; fifty-seven Second Rank, of which five were promotions, and eleven "interims" liable to advancement at the end of a year; twenty-seven Third Rank, of which five are "interim."

During the year all of the various departments of the school were in full working condition except the summer classes in language-method for Acadian teachers. These courses had been advertised in the April *Journal of Education,* and applications for admission had been invited, but as only four applicants offered, it was thought expedient to postpone the session to the following summer. A considerable proportion of the bilingual teachers of Nova Scotia had already in former summers availed of the instruction given in this department, so that hereafter it

may prove sufficient to offer the course biennially. Summer courses in natural science and chemistry were conducted by Mr. Harlow as advertised in the April *Journal*. Four students completed the course of study leading to the Rural Science diploma, and were recommended for that award to the Council of Public Instruction.

Intercourse between the College of Agriculture and the Normal School was afforded on the part of the former institution, chiefly through the medium of the short courses in Agriculture held during the winter, which were attended by our male students.

Reciprocal functions were discharged by the Normal School in courses in English, Arithmetic, and Chemistry, conducted by its instructors specially for the students of the College. Very pleasing and profitable relations were maintained between the two institutions, the young men of the College proving to be a very commendable representation, genial, alert, and interested in their studies.

School-garden and greenhouse were put to good use, as hitherto, and some improvements were effected on the roadways and shrubbery. The rebuilding of the fence on the western boundary is badly needed to give a becoming setting to the buildings, grounds and garden.

A mild winter season and an agreeable spring were conditions that went far to ensure a regular attendance on classes. There was little sickness among students. A wholesome spirit pervaded the school, vivifying the intercourse of teachers and students, and keeping active the interest in school societies, such as the Literary Institute, the Y. M. C. A., and the Choral Club. Between December and June the school paper, *The Normal*, appeared monthly. Lectures on scientific subjects and on pictorial art, illustrated by lantern views, were delivered in the course of the session; and several lectures of an instructive and practical character on Hygiene in relation to Consumption, were given to the students under the auspices of the Colchester Society for the Prevention of Tuberculosis.

Military drill for the young men continued under the direction of Mr. Matthews, and the young women-students were exercised not only in the customary calisthenics, but also in the simple turning, marching, wheeling, and forming movements. Unfortunately, the diminishing number of male students promises badly for the dissemination of interest in military exercises. Lieutenant-Colonel Irving, of Halifax, showed his interest in the little cadet corps by paying a visit of inspection and speaking encouragingly to its members. Of the calisthenic exercises, and of the target practice, he expressed his unqualified approval.

No change is to be reported in the teaching staff since last year, and no essential change in the conditions under which the work of the school

has been carried on. Where gradual modification of administration is hopefully looked for by the Faculty of the school is in the distribution of effort among the three main interests—instruction, pure and simple, instruction as illustrative of method, and teaching-practice and observation. Indeed, material progress has been fairly constant in reducing effort in the first of these divisions, and at present I am almost warranted in describing the chief activities of the school under the last two categories, viz., instruction illustrative of method, and teaching-practice and observation. If it should be wondered at that in our Normal School academic work should to some extent still figure as an educational element, the reply is ready to hand that the High School scholarship accredits the pupil-teacher only as possessed of a forty per cent. mastery of the knowledge of the individual subjects of the course, and that candidates have to be admitted whose minimum in certain subjects falls even lower. Deficiency in scholarship must, hence, be made up at the expense of the purely professional function of the Normal School. Nowhere else, perhaps, can deficient comprehension of the content of school studies be so easily supplemented as in a school organized on the basis of the latter. For, in the first place, the industry of the pupil-teacher is ensured not only by higher considerations, but by the promise of definite ranking as a teacher as well as of a diploma of immediate monetary value. Again, since the written examination as a conclusive test of ability is not resorted to in this school, the student-teacher is dissuaded from placing any reliance upon the good fortune with which such examination sometimes rewards the idler. Furthermore, the Normal School instructor, unshackled by the dread of having his pupils subjected to foreign examiners who may at times appear to discriminate badly between essentials and non-essentials, is free to organize his instruction on the truest basis, dividing the subject into large method-wholes and their subdivisions, and coördinating the groups of ideas among themselves and in their relations with other subjects or to concrete applications. Some such process of reorganization of the various subjects of the common and high school curricula forms, indeed, an important element in pedagogic method desirable of introduction into our text-books and into our common and high schools. Only by such reorganization can the danger of so-called 'overpressure' be avoided, and misdirected criticism of curricula be disarmed. In a final examination of existing conditions it may be found that no just criticism can be directed against a course of study like the present on the score of diffuseness until a genuine effort has been made by our teachers or our education department to determine what are the main and what the subsidiary heads in each subject; to eliminate non-essentials and false growths, and to stress what is illuminating and effective in education or in the social economy. Few subjects in the curriculum but have been misused by teachers to the prejudice of scholarship, and to the promotion of injurious mental habits in pupils. Geography, history, nature-study and grammar have perhaps been the worst offenders. Into the consciousness of the child everything has been permitted to enter on

equal terms, a sufficient test of value being that it forms a text-book item. Text-books are gone through from cover to cover, with no effort to organize a hierarchy of ideas, without perspective, without discrimination. No wonder the curriculum would appear crowded. Nor can reprobation be confined to the teaching of the four subjects above specified. Arithmetic has its share of blame; so has geometry, so have foreign languages. Is it surprising that, with strenuous though unconscious effort to defeat the intelligence of youth, moral development has received scant attention? The "flabbiness" which some critics of the American public school product honestly deplore, will perhaps be found ultimately to be a moral, quite as much as a mental, flabbiness. The frequent lament over the decay of old-time respect for age, moral worth, and legitimately constituted authority, if it has any justification, is an intimation of lack of perception of moral order in the youth of the country; and it is unlikely that the public school can release itself from responsibility in this connection.

Some disappointment was felt by the authorities and graduates of the Provincial Normal School over the suspension of the Guelph Nature-study fellowships. Appointments to the latter had come to be regarded by our graduates—admittedly, without sufficient reason—as a permanent recurrence. Undoubtedly, they had acted as a stimulus to effective teaching in natural science, and to a general effort on the part of teachers to merit inspectorial approval. It is to be hoped that the Council of Public Instruction may obtain a renewal of the generous coöperation of the new Macdonald College to enable the resumption of annual or semi-annual appointments to nature-study fellowships.

Teaching-practice and observation of teaching in the Truro public schools has continued to meet with the same good results chronicled in my former reports. Some development of the system of teaching-practice aiming to secure a more intimate co-ordination between and within the various branches of instruction is being discussed by the faculty. We have nothing but good to record of the relations between the town school teachers and our own institution. It is gratifying to be able to assure the Honorable Council, too, of the unvarying industry and ability with which my colleagues have discharged their duties within the school to which they manifest at all times a personal, as well as an official, devotion.

I have the honor to be, sir,

Your obedient servant,

DAVID SOLOAN, *Principal.*

Provincial Normal School, Truro, N. S.,
August 31st, 1906.

LIST OF STUDENTS, 1905-06, WITH DIPLOMA AWARDS.

AWARDED ACADEMIC DIPLOMA (THOSE MARKED * ON OBTAINING HIGH SCHOOL CERTIFICATE OF GRADE XII, THE ONE MARKED ** AFTER ONE YEAR OF SUCCESSFUL TEACHING).

Nellie Blanche Lyons	Parrsboro	Cumberland.
Harry Hope Blois, B. A.	Halifax	Halifax.
*Jessie Bell Campbell, B. A.	Baddeck	Victoria.
*Howard Dayne Brunt, B. A.	Halifax	Halifax.
**Alice Cairns Reid	Milford	Hants.

AWARDED FIRST RANK DIPLOMA.

Lillian May Andrews	Middleton	Annapolis.
Ethel Annand	Halifax	Halifax.
Carrie Mabel Archibald	Middle Musquodoboit	Halifax.
Ethel Morse Baker	Yarmouth	Yarmouth.
Ivy Mabel Baltzer	Middleton	Annapolis.
Irene Clark Balcom	Annapolis Royal	Annapolis.
Clementine Alberta Barss	Hazel Hill	Guysboro.
Arabella Bligh	Lakeville	Kings.
Mabel Corinna Brown	Canso	Guysboro.
Mildred Alice Campbell	Sydney	Cape Breton.
Mary Lena Chipman	Nictaux West	Annapolis.
Bertha Crowe Cox	Truro	Colchester.
Minnie Creelman	Little Bass River	Colchester.
Jean Harriet Cruikshank	Little River	Halifax.
May Tryphena Davis	River Philip	Cumberland.
Bertha Frederika Dean	Little River	Halifax.
Bessie Miller Dodge	Middleton	Annapolis.
Lucie Helen Eaton	Maitland	Hants.
Aveline Faulkner	Lower Selma	Hants.
Harriett Coradine Faulkner	Hantsport	Hants.
Sarah Jane Fleet	Argyle	Yarmouth.
Grace Avernia Getson	Getson's Cove	Lunenburg.
Emma Isabel Glennie	Fort Lawrence	Cumberland.
Lidy Armstrong Healy	Church Street	Kings.
Grace Alma Hill	Economy Point	Colchester.
Winnifred Mary Geneva Lavers	East Southampton	Cumberland.
Jennie Anna Lawrence	Southampton	Cumberland.
Nellie Irene Lent	Freeport	Digby.

Jessie Ann McDougall	Port Hawkesbury	Cape Breton.
Dora Pauline McGill	Middleton	Annapolis.
Amelia Josephine McGillivray	Guysboro	Guysboro.
Jean Doane McGray	Yarmouth	Yarmouth.
Ruperta McGregor	Kingston	Kings.
Bessie MacKenzie MacLeod	New Haven	Victoria.
Eva Mæ Lohnes	Barss' Corner	Lunenburg.
Nellie Blanche McMahon	Auburn	Kings.
Lizzie McWhinnie	Lower Granville	Annapolis.
Beatrice Fedora Morton	New Germany	Lunenburg.
Elizabeth Gladys Morse	Berwick	Kings.
Etta Frye Moses	Brenton	Yarmouth.
Nina Alice Munn	Leitch's Creek Crossing	Cape Breton.
Louisa May Murdock	Pictou	Pictou.
Rachel Mildred Murray	Hillsboro	Inverness.
Mary Agnes Newcombe	Brooklyn Corner	Kings.
Annie Marguerite Pettit	Tupperville	Annapolis.
Alice Prescott	Dartmouth	Halifax.
Isadore Evering Ross	Springhill	Cumberland.
Anna Scott	Yarmouth	Yarmouth.
Maudena Mæ Seifert	Springhill	Cumberland.
Maggie Gertrude Settle	Dartmouth	Halifax.
Sara Linda Starratt	Bass River	Colchester.
Cillian Maude Sutherland	Granville Ferry	Annapolis.
Rose Belle Thorpe	Lakeville	Kings.
Hattie Maria Webb	Joggins Mines	Cumberland.
Mabel Maud Woodbury	Spa Springs	Annapolis.
Minnie Alice Zinck	East Chester	Lunenburg.
Anselm Charles Boudreau	Eastern Harbour	Inverness.
Harry Geddy Clarke	Salmon River	Colchester.
Joseph Willie Comeau	Lower Saulnierville	Digby.
Octave Joseph D'Eon	West Pubnico	Yarmouth.
Henry Everett Hall	Upper Granville	Annapolis.
Frank Nelson Halliday	Stony Beach	Annapolis.
James Herman Lawley	North Sydney	Cape Breton.
Sidney Parker	Canning	Kings.
Theodore Harding Spinney	Meadowvale	Annapolis.
Ronald Eugene Thurber	Freeport	Digby.

QUALIFIED FOR FIRST RANK AFTER ONE YEAR OF SUCCESSFUL TEACHING, IN THE MEANTIME AWARDED SECOND RANK.

Maggie Gertrude Barnhill	Belmont	Colchester.
Muriel Louise Bruhm	Mahone Bay	Lunenburg.
Fannie La Vaughan Chute	Berwick	Kings.
Adelia Mary Clark	Pugwash	Cumberland.

Frances Violet Courteen	Canso	Guysboro.
Mary Eliza Kinsman	Grafton	Kings.
Hannah Gertrude McCulloch	Noel Shore	Hants.
Mary Aloysia O'Brien	Halifax	Halifax.
Margaret Elizabeth O'Brien	Noel Shore	Hants.
Apha Maie Wood	Woodville	Kings.
Arthur Rogers Patton	Annapolis Royal	Annapolis.

AWARDED SECOND RANK DIPLOMA.

Katherine Marion Scott	Enfield	Hants.
Etta Lillian Young	Summerville	Hants.
Henry Brinston	Halifax	Halifax.
Caroline Fraser Archibald	Alma	Pictou.
Emma May De Lapp Atwater	Boylston	Guysboro.
Lizzie Agnes Berteaux	Williamston	Annapolis.
Elizabeth Bourque	Eel Brook	Yarmouth.
Blanche Charlotte Cameron	Parrsboro	Cumberland.
Ida May Christie	Salmon River	Colchester.
Agnes Aitcheson Clark	Tatamagouche	Colchester.
Blanche Lucinda Countway	Chester Basin	Lunenburg.
Laura Francoise D'Eon	West Pubnico	Yarmouth.
Mary Margaret Desmond	North Sydney	Cape Breton.
Addie Williams Durland	Port Maitland	Yarmouth.
Elsie Catherine Fralic	Pleasantville	Lunenburg.
Minnie Agnes Fullerton	Halfway River Station	Cumberland.
Linda Jean Johnson	Belmont	Colchester.
Lizzie Mæ Johnson	Truro	Colchester.
Mary Catherine Johnstone	St. Peter's	Cape Breton.
Annie Mabel Langille	Tatamagouche	Colchester.
Catherine Leydon	Linwood	Antigonish.
Ina Blanche Lightbody	Belmont	Colchester.
Eleanor Crocheron Mackenzie	East Jordan	Shelburne.
Muriel Grace Manthorne	Port Medway	Queens.
Rose Alma Melanson	Corberrie	Digby.
Evelyn Morse	Paradise West	Annapolis.
Jennie Isabelle Murdoch	Tatamagouche	Colchester.
Annie Oxley	Wallace	Cumberland.
Vera Miriam Raymond	Middleton	Annapolis.
Ella Manetta Reeves	Mahone Bay	Lunenburg.
Ellen Edna Reid	Minto	Pictou.
Marie Olive Reid	Minto	Pictou.
May Lily Ross	Truro	Colchester.
Ada Ethel Smith	East Mines Station	Colchester.
Elsie Beatrice Smith	Bear Point	Shelburne.
Elsie Eliza Sproule	Mapleton	Cumberland.

Lottie Lavinia Sproule	East Liecester	Cumberland.
Jean Whitman	Southampton	Cumberland.
Zella Bertha Wilson	Belmont	Colchester.
John James McKinnon	Lake Uist	Cape Breton.
Lauchlan John Shannon	St. Peter's	Cape Breton.

QUALIFIED FOR SECOND RANK AFTER ONE YEAR OF SUCCESSFUL TEACHING; IN THE MEANTIME AWARDED DIPLOMA OF THIRD RANK.

Mary Beatrice Arseneau	Belle Cote	Inverness.
Eugene Louise Babin	Eel Brook	Yarmouth.
Margaret Ann Murphy	St. Peter's	Cape Breton.
Dora Robertson Mussells	Clementsport	Annapolis.
Mildred Lurene Shaw	Upper Newport	Hants.

AWARDED THIRD RANK DIPLOMA.

Mabel Esther Lantz	Brookville	Hants.
Rose Isabelle Amiro	Upper West Pubnico	Yarmouth.
Muriel Joyce Barss	Hazel Hill	Guysboro.
Cecelia Mayola Conrad	Cherry Hill	Lunenburg.
Anna Belle Corkum	Chester Basin	Lunenburg.
Daisy Erlam	Digby	Digby.
Florence Elizabeth Gætz	Seaforth	Halifax.
Wilhelm Evelyn Gordon	Landsdowne	Pictou.
Roberta Jameson	Steep Creek	Guysboro.
Beatrice Maud Lewis	Dartmouth	Halifax.
Katie McDonald	Mabou Village	Cape Breton.
Alexander Ross Macdonald	Grand Anse	Richmond.
Myrtle Lenna MacLean	Hillside, Boulardarie	Cape Breton.
Susie Eva McLeod	Margaree	Inverness.
Annie Jane Mombourquette	L'Ardoise	Richmond.
Mary Murphy	Halifax	Halifax.
Edna May Simpson	Boylston	Guysboro.
Elva Jane Taylor	Thompson Station	Cumberland.
Bertha Sweet Van Tassell	Digby	Digby.
Margaret Wilkins	Forest Glade	Annapolis.
John Smith	Bridgeport	Cape Breton.
Donald Alexander Sutherland	Sea View	Richmond.

RECOMMENDED FOR PROVISIONAL LICENSE, GOOD TILL JULY 31, 1907.

Jessie May Lewis	Danvers	Digby.
Mary Ann MacEachren	Mabou	Inverness.

AWARDED DIPLOMA IN MECHANIC SCIENCE.

Harry Geddy Clark	Salmon River	Colchester.

ADVANCEMENT OF GRADUATES OF FORMER YEARS.

FROM FIRST RANK TO ACADEMIC.

Frances Capstick	Lockeport	Shelburne.
Jennie E. Mullins	Liverpool	Queens.
William Harding Longley	Paradise	Annapolis.
Norman Alfred Osborne	Waterville	Kings.
William Walker Herdman	Acacia Villa School	Kings.
Andrew MacGillivray	Antigonish	Antigonish.
Blanche Eunice Murphy	Truro	Colchester.
Ernest Eugene Fairweather	Weymouth Bridge	Digby.

FROM SECOND RANK TO FIRST.

Matthew Tompkins	Margaree	Inverness.
Lottie May Silver	Day Spring	Lunenburg.
Margaret Laura Mackay	Merigomish	Pictou.
Ina May Rice	Bear River	Digby.
Jennie MacLennan	Truro	Colchester.
Phœbe Elizabeth Baird	Amherst	Cumberland.
Jean Borthwick Lay	Amherst	Cumberland.
Nina Lillian MacKim	Pugwash	Cumberland.
Florence Bertha MacLennan	Truro	Colchester.
Effie Roney	Springhill	Cumberland.
Janetta Crowe	Moose River	Cumberland.
Helen Gwendolyn Parker	Truro	Colchester.
Mona Blanche Demmons	St. Croix	Hants.
Alice Augusta Eaton	Sheffield Mills	Kings.
Isabel Frances Frost	Pleasant Valley Corner	Yarmouth.
Mary Ann Sutherland	The Falls	Colchester.
Annie Adelaide Mader	Mader's Cove	Lunenburg.

FROM THIRD RANK TO SECOND.

Alban Philip Poirier	Port Royal	Richmond.
Peter Alexander MacLeod	Grand River	Cape Breton.
Mary Catherine MacEwan	White Hill	Pictou.
Alma Frances Harrison	Cambridge Station	Kings.
Mary Christina MacDonald	Cape George	Antigonish.

APPENDIX B.

REPORTS OF INSPECTORS OF SCHOOLS

DIVISION No. 1.—HALIFAX COUNTY.

GRAHAM CREIGHTON, B. A., *Inspector.*

SIR,—I have the honor to submit the following report for the pas school year:—

There were schools in session for some portion of the year in 13 sections. Five school sections are practically without children.

Teachers could not be obtained for Lake Loon and New Roa Peggy's Cove made no effort to have a school. Pleasant Point section di all that could be reasonably expected, as it is a weak section, in removin the school building to a more eligible site than that formerly occupie A story was added to the school house at Hubbard's Cove. Hereaft two teachers will be employed. Pleasant Harbor section built a com modious school house, and the buildings at Fall River and Sibley we made nearly as good as new by extensive repairs. The school houses Owl's Head, Cole Harbor and Upper Eastern Passage were condemne

A scarcity in the supply of teachers still continues. It was foun necessary to grant several permissive licenses so as to prevent a numb of the smaller schools from remaining closed. The number of candidat for high school certificates continues to increase from year to year, an there is also an increase in the number receiving license to teach.

There has been, notwithstanding, a very marked decrease, especiall in the past two years, in the number of applicants for schools. In form years it was not unusual for the trustees in the best rural sections receive a dozen or more applications; this year some of the sections this division did not receive a single application.

Most of the graded schools were fortunate in securing good teacher but the outlook for the coming year is not very promising.

One does not care to suggest remedies for the existing state of affairs, as the causes for the present scarcity of teachers may be only temporary and beyond the control of any agency that might be employed to improve present conditions. The West, with its larger salaries and tempting uncertainties, will continue for some time to attract numbers of teachers. Many avenues of employment for young men and women have suddenly opened up, and it will take time for matters to readjust themselves.

It may turn out that the present scarcity of teachers will lead to much needed improvements. Salaries must advance in response to the increased demand, and in return teachers will be encouraged to fit themselves to render better service. The period of service is too short at present, and will likely continue so for years to come. The number of new teachers entering the profession each year is very large as compared with the total number engaged. Better provision for the training of teachers than now obtains in this division is highly desirable.

Doubtless conditions differ very materially in the various inspectorial divisions, and measures requisite to provide necessary training for prospective teachers in Halifax county might be unnecessary in the other divisions. The distance from Halifax city to the eastern county line is over 100 miles, and throughout this whole extent there is not a section able to pay a salary sufficient to retain the services of a class A teacher. The same is true of the Musquodoboit valley. There are a few sections that ought to be united, but the number is not large, and the number of children in many of the sections would justify the employment of two teachers. In a large number of these schools Class C teachers, and not infrequently teachers holding only class D license, undertake all the common school grades and grades IX, X and XI in addition. A majority of the candidates from these schools pass the provincial examinations successfully, and when they begin to teach they are generally more successful in managing their schools than the young teachers who have been reared in the towns, and who do not very readily adapt themselves to their new surroundings; but it need scarcely be stated that the preparation that can be made in these schools as at present conducted, is very inadequate.

It is impossible for any large number from the rural sections to attend the Academy at Halifax, and young persons are obliged to teach a year or two in order to procure the means to attend the Provincial Normal School. The cost of board has greatly increased in recent years, which makes it increasingly difficult for pupils from the country districts to attend school in the towns.

I would venture to suggest that special grants, both provincial and municipal, might be given to four or five of the most centrally located schools in this county to enable these sections to employ superior teachers

to instruct the high school pupils. There are several school houses so situated that the pupils from surrounding sections could easily repair to these centres for instruction in high school subjects. I do not think it would be advisable to make any provision for conveyance at public expense. The pupils' parents can easily make provision for conveyance where necessary. A few rugged miles will not prevent any scholar of pluck and energy from attending school.

The new readers were very generally introduced, and for the most part well received. It is hoped that a fresh impulse will be given to reading aloud. Very many of the children have acquired careless habits of speech before coming to school, and the reading lessons afford the best means of correcting faults of pronunciation. Many of the teachers would profit by a few lessons in the use of the pronouncing key in an ordinary dictionary. Reading aloud is too much neglected in the high school grades. Diligent search is made for figures of speech and bits of more or less irrelevant information are committed to memory to enable the candidate to cope with the provincial examiner. It would be much better if more time and attention were given to the selections in order that the pupils might be able to read distinctly and give the sense, and cause those listening to understand the meaning.

It would appear somewhat unfortunate that the time of year which is most favorable to a large attendance of pupils in the country schools is the period most frequently broken by holidays. Arbor Day and Empire Day were not intended as holidays, but in practice they are treated as such in many of the schools. These days, with Victoria Day, Labor Day, and two or three other virtual holidays, make serious interruptions in school work.

It may be found practicable to permit some latitude in the matter of the midsummer vacation. The scholars on the coast, and they form the majority in Halifax county, could do very well with four weeks holidays, while the children in the city of Halifax and Dartmouth, who are compelled to attend regularly during the whole time the schools are in session, require a more extended rest.

I have the honor to be,

Your obedient servant,

G. CREIGHTON.

To A. H. MACKAY, ESQ., LL. D.,
Superintendent of Education.

DIVISION NO. 2.—LUNENBURG AND QUEENS.

H. H. MACINTOSH, *Inspector.*

SIR,—I herewith respectfully submit my annual report of the schools of Division No. 2, comprising the counties of Lunenburg and Queens, for the year ended July 31st, 1906:—

The condition of the schools, as a whole, varies little from year to year, and it is difficult to avoid repeating much that has been said in previous reports.

Perhaps the most noticeable feature was the more than usual number of vacant schools, consequent largely on the exodus of teachers to the western provinces, and the inability of weak sections to pay the increased salaries demanded. The following, from my report of last year, shows that this was not unexpected: "A number of teachers are going to the North West, having accepted situations there; some are taking up other vocations. The outlook for next year is that teachers will be scarcer than ever, and *we anticipate some difficulty in filling the schools.*" Thirteen sections in Lunenburg county were without school. Five of these—Sherwood, Germantown, Leville, Beech Hill and Harriston are in the district of Chester. Germantown and Harriston are merely nominal sections with too few children to maintain a school. Harriston can be placed within easy distance of Mill Road section by building a foot bridge over the river. Leville has always made commendable efforts in supporting a school, but the section is small, and the cost of repairing the schoolhouse was all their finances would permit. Sherwood is so isolated that it cannot be attached to any other section, and it was impossible to engage a teacher even for half a term. Both Leville and Sherwood have secured teachers for next year.

In the district of Lunenburg and New Dublin, the sections of Little Tancook, Ironbound, Niniveh and Crouse's were able and willing to pay what was formerly considered a fair salary for a D teacher, and every effort was made, both by the trustees and myself, to fill the schools, but without success. Fancy's, Rose Bud, New Elm and Lakeview are small sections with few children, and were likewise vacant. The experience of the past year has evidently made trustees more active. as six of the eight vacant schools mentioned above have already engaged teachers for next term.

Moose Harbor, Western Head and Eagle Head, all good sections in South Queens, failed to get teachers. Had these sections offered as fair salaries at the first of the term as they did later, the schools would not have been closed. New Grafton, Devonshire and Whiteburne, outlying

sections in North Queens, were also unable to fill their schools. Four of the above six have secured teachers for next term.

This scarcity of teachers has taught its lesson. Trustees have learned that they must engage their teachers early, and that bantering over a few dollars in salary is a thing of the past. It is gratifying, however, to know that the comparatively large number of vacant schools was not due to the refusal or neglect of the ratepayers to provide for their support, and had there been an available supply of teachers, nearly every school would have been open. In proof of this, we may here mention that the sectional vote of money for school purposes for the year just closed was nearly $4,000 in excess of that of the preceding year.

The question of uniting some of the weaker sections to strong neighboring sections has been discussed by the several Boards of Commissioners and laid before the ratepayers of the sections affected. The chief difficulty is that the weak sections are generally so isolated that the cost of conveying pupils would be expensive; besides, there is the common opposition to the loss of autonomy. This matter will be further discussed at the next meeting of the Boards.

I mentioned in my report of last year that the great weakness of the rural schools was the large percentage of untrained and inexperienced D teachers. There has been considerable improvement the past year in this respect. The number of D teachers was fifteen less than in 1905, while the number of C's increased by fourteen, most of these being Normal trained. This even small advance in the quality of the teaching staff was quite noticeable in the character of the school work.

The trained C seems to me to be the right class of teacher for the country school. Even in the largest schools, with all the common grades and some high school work as well, their good classification and natural methods of teaching enable them to overtake the work and at the same time do real teaching, not cramming. Trustees recognize the value of the trained teacher, and are ready to pay more for her services. Should not her worth be similarly recognized in the apportioning of Government grant?

The county academies, high schools and graded schools have, in nearly every instance, done exceptionally good work. These schools send up most of the successful candidates to the provincial examinations.

The manual training schools in Lunenburg and Bridgewater had a successful year. The work done by the boys in the Mechanic Science departments has always taken a front rank with similar work from the best schools in the province. Domestic Science is as popular to-day as when first introduced, and has been productive of much good. While

the educational side is not neglected, more attention has been given, of late, to the practical side of the work. This, it seems to me, should be the great aim of all manual training—to teach the boys and girls to do things, and to do them well.

Between seventy and eighty Nature Observation sheets were received. I notice that the examiner of these reports for Lunenburg county says: "We have a large number of careful and accurate observers in this county. Their schedules are invariably neat, full and correct, and it is a pleasure to the compiler to examine them."

Although these observations relate very largely to the time of flowering of plants and trees, the training thus gained has been most beneficial, and in many cases has so interested the pupil that the good work has been continued along other lines of nature study. Many of the rural teachers have acquired quite a knowledge of botany through directing these observations, a much more practical knowledge than could be gained from class room lectures. I think it would not be amiss to demand a certain amount of observation work from every school.

Of late years the medical profession has given much attention to the part that dust plays as a disseminator of disease, especially in schools, churches, halls, and other public places. The school offers one of the best means of spreading disease, as children from every part of the section and all kinds of homes meet there. The dust-covered floors, walls, desks, etc., are ready to receive the germs of disease which are carried to a score of throats the moment the dust is disturbed. Anyone associated with school work knows something of the difficulty of keeping the schoolroom free from dust and in good sanitary condition. In order to see what could be accomplished in this line, we issued a circular letter to every teacher and board of trustees, also a copy of simple health rules to be posted up in the schoolroom for the guidance of the children. The teachers and pupils were asked to co-operate and see what could be done in a single year. The result has been most gratifying—scarcely a dusty or dirty schoolroom could be found. This change has been brought about largely through the co-operation of the teachers. The trustees are required to have the schoolroom washed every quarter, or as often as the teacher considers it necessary, and thoroughly swept twice a week. The teacher and pupils take charge of all further sweeping and dusting. In some cases, the teacher and pupils take full charge, and pride themselves on the leanliness of their schoolroom. These better conditions have undoubtdly contributed to the health and comfort of the schools, and far outreigh the little extra trouble. Apart altogether from a health standoint, the teaching of cleanliness and cleanly habits is a very necessary art of the child's education.

The year has not passed without considerable improvement in school buildings. Four large and comfortable two-department schoolhouses have been built in First South, Martin's River, Indian Point and Martin's Point. These are first class in every respect—convenient, well furnished, and a credit to the sections.

Needed repairs have also been made in a number of sections, and the out-of-date schoolhouse is almost a thing of the past. I have, for some years, given considerable attention to the school outbuildings with a view to cleanliness, and can report that a filthy outbuilding is now a rare exception. Constant watchfulness, and the co-operation of the teacher is necessary to bring about this result. Much remains to be done in the way of improving and beautifying school grounds. In many of the shore sections little can be done, except at considerable expense, owing to the rocky nature of the ground.

There are four District Boards in this inspectorate, and the attendance of the board meetings, at the busiest time of the school year, means something to the inspector. We never regret the time thus spent. Our Commissioners are a superior class of men, and their good judgment and prompt action in carrying out the provisions of the school law have been of invaluable assistance.

In former reports, the most important items of statistics were usually included, but as these have already been forwarded to the Education Office and will appear in your Annual Report for the Province, they are not repeated here.

I inspected all the schools, some of them a second time, and had more than the usual amount of work and travel in connection with new buildings. This, with the constantly increasing correspondence and the regular clerical work of the office, occupied nearly every day of the school year, vacations as well.

In closing this report allow me to thank you and your office staff for the many courtesies extended during the year.

Your obedient servant,

H. H. MacIntosh.

To A. H. MacKay, LL. D.,
Superintendent of Education.

DIVISION NO. 3.—YARMOUTH AND SHELBURNE.

JAMES H. MUNRO, *Inspector.*

SIR,—I am now submitting my twentieth and final annual report. A survey of the year's work shows very little change from that of the previous year. All the schools in the two counties were in operation save three—Hamilton in Barrington District, Cape Fourchu and Canaan. I think I should cease counting Hamilton, as it does not fulfil the condition of a school section, there being no children in it. Cape Fourchu (Markland) has the distinction of being a favorite resort of tourists, hundreds going there every year. But when the teacher enquires for accommodation, none can be found in the whole section. Consequently the children had to go without a school. In Canaan, matters which had no connection with the school divided the people and caused personal disagreements which closed the school door for the year. I intended to speak freely of the people who could so far forget their obligation to their children, but the fact that they have in some measure atoned for their delinquency by engaging a good teacher for the next year restrains further remarks.

As regards the schools generally, I believe fair work was done—work that would compare favorably with that of any previous year.

I have to admit that I have not succeeded yet in classifying the schools as B, C and D, as recommended by the legislature. The truth is, the difficulty in getting teachers rendered it extremely inconvenient to do that, as it would involve much correspondence, and in the meanwhile the opportunity of engaging teachers would in many instances be lost. The wisdom of the law no one would question, and as soon as the disproportion between the number of schools and the teachers needed to take charge of them is lessened, it should be put in operation. I have more than once commented on the injudicious selections made by trustees in this respect, in overlooking the requirements of the senior pupils. After the service of a class B teacher, who brought the pupils up to a respectable standard, a D teacher would take her place, and no sense of impropriety would penetrate the mind of the Board making the appointment. That meant disappointment to some, perhaps a relinquishment of school studies, and consequent inability to prepare for their intended life work.

My report of school improvements must necessarily be brief. Gavelton section made almost a new schoolhouse, so thorough is the renovation which it received. When new desks and seats are installed, new outbuildings erected, and the grounds, which are large and smooth, enclosed with a neat paling, a stranger passing would credit the ratepayers with new buildings. Some of the French schools are outgrowing the present

accommodation. Middle West Pubnico has already made an enlargement, and a third room is finished and occupied. Middle Wedge is just as much in need of a third department, but apparently they are waiting for exterior pressure before they put their hands to the work. At Pinckney's Point a new schoolhouse is greatly needed, as the old is too small and unfit for further use. The people are convinced of this themselves, and are making preparation for a new building. Lower West Pubnico has placed a fine and ample set of desks in the primary room, as has also Springhaven, in accordance with a promise made long ago.

As I have intimated that this is to be my last annual report, a reminiscent mood may be allowed me, and the privilege of making some suggestions. When one recalls the time when two terms in one year was the law, and that scores of schools had as many teachers as there were terms, the present tenure may seem long. But now that we have got used to a term of a year, the flittings from one section to another at the end of the year seem too frequent, and imply a lack of stability, a restlessness not consistent with earnest purpose and the best work. A teacher who makes up her mind to look for a new section has lost whatever interest she had in her situation, for her thoughts are elsewhere. While speaking thus, I do not forget the fault-finders and the querulous tone so common in rural sections, but with all that, there is enough of common sense and intelligence in almost every community to appreciate faithful endeavor and credit the teacher for her good work. Let her show that her school is her main care, that she has her temper under control, and that in her attitude to the ratepayers and their families she is bearing herself with dignified decorum, then her place will be sure to her for another year.

The fact that 55 per cent. of the whole teaching force of the county of Shelburne came under the head of "Old teachers, but new to section," shows that something should be done to discredit this itching for change, and to reward those who remain in the same section two or three years in succession. In Yarmouth county the showing is not so bad (28 per cent.), due, I believe, to a pretty general feeling that it indicates incompetency to be on the move with the regularity of spring swallows. Still, even here improvement is possible, and I trust my remarks may tend that way.

Another suggestion: The school register introduced by the present Superintendent of Education embraces a great many subjects, all valuable and easily understood, and when it is kept as it should be kept, remains in the section a memento of the teacher's neatness and accuracy. But I consider it too much to assume that young teachers, 17 or 18 years old, can keep a satisfactory register without some instruction or practice beforehand. As there is no suggestion of a register or school return in the syllabus of examination, the candidate gives no thought to a matter so remote, and consequently she becomes a "keeper" before she knows what she has to keep, and to rectify her mistakes must sometimes begin

again with a new register. My recommendation would be that every applicant for license to teach, Normal School graduates as well as others, should forward a certificate with the application, affirming that she (or he) knows how to keep the register, make out the school return, and fill in the oath. Principal Kempton has always posted his pupils who intend to become teachers, with the result that the inspector is a model of serenity when examining their sheets.

A review reaching back twenty years must disclose many changes in the schools, and everything connected with them. The pupils I found there have passed out long ago into the big world to engage in the struggle for existence. Most of the teachers have disappeared, some to enter other callings, many more drawn away by a social law which is ever robbing our schools; not a few, between thirty and forty, have gone to their long home, while a goodly remnant are still enthusiastic workers and occupy some of the best situations. It is time that a grateful country took into consideration their circumstances when, through sheer exhaustion, they withdraw from the schoolroom.

The Boards of District School Commissioners have not been exempt from changes. The Yarmouth Board as I found it has been swept away by death, and inroads have been made on more recent appointments. At the last meeting of the Argyle Board it was noticed that only two survived of eleven members some years ago—Mr. Anselm O. Pothier and Mr. Melford Sims—and they look as if they might yet attend a good many meetings. Mr. Pothier, who often presides as chairman, has been a regular attendant; two years ago he *walked* twelve miles in order to be present, and his efforts have largely helped to establish a school on Morris Island, which was opened for the first time last March. The Barrington Board was always small, but fearless in condemning neglected buildings, which accounts for several fine schoolhouses, among them that of Clark's Harbor, which compares favorably with the best in Western Nova Scotia. I rarely failed in getting a meeting of the Shelburne Commissioners, probably owing to the fact that the commissioners were within easy access of the place of meeting. Within a year the Board has suffered loss in the death of Mr. R. G. Irwin, whose interest extended to all the schools in the district. As two or three members rarely attend, one on account of old age, new appointments should be made. Mr. Arthur Hood and Mr. George A. Cox are the only members now the inspector is sure of meeting.

Let me add this remark: Through all these years I have found the several Boards willing to co-operate with me, and anxious to do what lay in their power for the extension of education. At the same time I believe their services would be more systematic and efficient if they were allowed, as they think themselves they should be allowed, a reasonable compensation for their attendance.

"A review" cannot overlook the condition of the schoolhouses. Nothing could be more disappointing than the cracked walls, broken furniture, and general dilapidation of the average schoolhouse. On my first visits I often heard the remark from a teacher, "I am ashamed to be found here." In one section, which sustained a graded school, "a new teacher," after seeing the school room, refused to teach and returned home. Now, it must not be forgotten that whatever changes for the better may have been effected, great credit is due to the firm attitude of the School Commissioners. Altogether, 43 new schoolhouses have been erected within the last 20 years.

In Shelburne District 15, with provision for 22 schools.
" Barrington " 10. " " " 22 "
In Argyle District 12, with provision for 16 schools.
" Yarmouth " 6, " " " 14 "

In three sections new and well equipped schoolhouses were destroyed by fire, one the work of an incendiary, and two by forest fires. Buildings equally good soon took their place. In a few sections the erection of schoolhouses gave me no ordinary satisfaction. I refer to those which, though bounded and numbered, never had educational advantages for the children—

In Yarmouth District there were two—West Brazil and Greenville.
In Argyle District there were also two—Morris Island and Springhaven.
In Barrington District there was one—Middle Clyde.
In Shelburne District there were two—McNutt's Island and Upper West Jordan.

From that time I can publish the fact that every section in the counties of Yarmouth and Shelburne has its schoolhouse, and I hope to add soon that every schoolhouse has a working school. In this connection the statement is allowable, because it is true, that comfortable and well-furnished schoolhouses are found in almost every section, the ratepayers having made a motion for improvements, the repairs were expensive and substantial.

According to my ideal a schoolhouse, however well built, is not finished without nice, roomy grounds enclosed with a neat fence. In this respect my ideal has been only partially realized, so many still stand exposed to and undefended from the road. If pressure could be brought on sections to oblige them to have a vegetable garden in connection with the school, the utility of the fence would be seen, and it would become a feature of every school ground.

I must, before I close, refer to the county academies and the schools of science.

Principal Bruce is always doing good work, and is making his school as efficient as it is possible for one teacher to do. He complains that the attendance for some time has not increased, that it is just sufficient to retain the academic grants—a fact which he attributes to the improved work in the rural schools of the municipality. This view I can confirm. Two years ago I counted in a graded school a few miles from Shelburne town, ten pupils that were studying for the provincial examination, and in a miscellaneous school, four pupils, two of them in the tenth grade. At the same time, some show their appreciation of the academy by participating in the final review with its classes.

The Yarmouth Academy had a very successful year, whether we consider the attendance or the number of graduates at the end of the year. As one would expect in a first-class institution, a sentiment in favor of superior work has been evolved among the pupils, and if a drone happens to get there, he soon realizes that he is out of his element, and seeks a more congenial sphere. With a staff of four teachers, the chief, W. F. Kempton, each having his own special subjects, the academy is a formidable competitor with all other schools. Every school day five pupils pass my door on their way to the academy, though the distance involves a tramp of four miles. While pupils come to the academy from many quarters, the largest supply by far comes from Principal Horner's school.

The school of Domestic Science is sustaining its reputation for fine work under Miss Susan E. Archibald. I visited the school two or three times, and can say from contact with the school, that Miss Archibald is a competent teacher, and is capable of doing excellent work. She deserves the co-operation and encouragement of everyone who has anything to do with the school.

The Mechanic Science school has been working long, and has lost its novelty; but the interest of the pupils continues unabated, and the quality of workmanship is improving. It is really pleasant to look in and witness the absorbing interest the boys manifest when finishing a piece which taxes their patience and ingenuity. Mr. Grant's aim is to make every mechanical operation a means of mental development.

And now my work is done.

I feel the solemnity of the moment, for I know I am bidding mental farewell to a large number of acquaintances—pupils, teachers, trustees, etc., few of whom I shall ever see again.

Be assured, Dr. MacKay, that I will ever retain the remembrance of your courtesy, patience, and cheerfulness, under all circumstances. The prayer comes from my heart that you may be long spared to administer

the education of our common province, and that you may have the happiness of seeing your ideal of a school system embodied in the law of the land.

Meanwhile, I remain,

Your obedient servant,

JAMES H. MUNRO

To A. H. MACKAY, ESQ., LL. D.,
Superintendent of Education.

ACADIAN SCHOOLS—YARMOUTH AND DIGBY.

REV. J. J. SULLIVAN, *Special Visitor.*

SIR,—I herewith respectfully submit my annual report on French Schools for the year ended July 31st, 1906:—

I am pleased to be able to report that many improvements have been made in several sections throughout this inspectorial district. As a rule trustees and people are taking much more interest in buildings, grounds and apparatus. The interior of many school houses is both spacious and attractive, two very important advantages that every class room should enjoy. Where schools are up-to-date in their external economy, we generally find better work done by both teachers and pupils.

The ratepayers of Meteghan River section have not yet begun improvements so necessary in and about their school buildings, but as they are among the most progressive people along these shores, no doubt they are only abiding their time to erect a school house which, in style and appointments, will surpass everything in the county. This is just what we, with reason, expect of them, for they have within their borders architects and builders, with well-mounted factories, capable to put up a building fit for any town or city in Nova Scotia.

Other sections are also called upon to make necessary alterations which we hope to be able to report as having been done in the near future.

St. Benoni, adjoining Meteghan River, is now in possession of a very fine little school building, having enlarged the old one and otherwise followed suggestions made to the trustees last year.

South Belleville, after many years of suspended work, has at last opened up its school doors to its children, with a class of 61 pupils and

a daily average of 41. The work done this year was necessarily of the primary order, but next year we may look for better results.

Cheticamp and Bear Cove are still separate sections, and owing to the strong personal animosity of ratepayers of the one section against those of the other, a change at present would not be advisable.

I regret having to report that many sections still need better furnishings. The desks in many places are old-fashioned, badly kept, unpainted boxes calculated to affect scholars with curvature of the spine, owing to the very uncomfortable postures they are obliged to assume whilst at work. Attention has been called to these deficiencies, and no doubt steps will be taken in the near future to supplement these antiquated forms by modern desks. Few schools are supplied with enough black-boards, and many are of such composition as to render them unserviceable. A general scarcity of maps is noticeable almost everywhere, and the attention of the trustees has been called, in every case, to the necessity of supplying at least a map of the Dominion, and one of Nova Scotia.

It is a pity that our Acadian people cannot be convinced of the advantages of consolidated schools, as we have along the shores of St. Mary's Bay one of the best localities in the province to amalgamate many sections and conduct good, large, advanced schools in place of many small, miscellaneous, primary ones. Perhaps in time the ratepayers here will see the necessity of considering this important innovation, and will be convinced that consolidation is just what is needed to give education an impetus in their midst. Graded schools are being regularly created, however, and the children are receiving all possible attention. One great difficulty we have to contend with everywhere, is the overcrowding of the primaries.

In every section throughout these two counties, Acadian parents *withdraw* their children from school *too soon*. To this deplorable fact is due the little progress being made in matters educational in these centres. Parents should be unquestionably convinced that one of their greatest moral obligations towards their children is to give them all the education their means will permit.

Better results might possibly prevail if the one compulsory law were in force for the whole province. Local option here is a dead letter, and it is useless to look for anything better as long as the matter rests with the ratepayers. Experience teaches us that important laws are only farcically carried out in centres where much affinity or consanguinity exists. Hence it would be reasonable to suppose that the faithful enforcing by the Government, of the compulsory education law, throughout the entire province, would be more effective.

Teachers:—Generally speaking, our teachers are very attentive to their duties, and are meeting with a success proportionate to their efforts. I would remark *en passant,* that some of our teachers would be more successful if in class they were more correct, clearer and a little less exaggerated in their language. By clearness I mean that their expressions should be more suitable to the capacity of their pupils. More animation in some cases, would increase very much the pupils' interest in their lessons, for a teacher with a dull, monotonous intonation can never hold young children's attention.

Reading:—I find that in this branch pupils are hurried through too quickly. A rapid review each day of lessons previously studied should be made, and no new lesson should be given until the previous ones are thoroughly known. Simultaneous reading is practiced in some places. The only utility I can see in it is to infuse life into a class. Much time should not be given to it, as it leads the pupils to read in a monotonous distracted manner, and too often winds up by screaming or singing.

To save time, many teachers are too much given to unification, with the result that there are many scholars in the same book who are unable to keep up with the more advanced. Those reading the same book should be graded as follows: The first class should comprise pupils who can read fluently; the second, those not so advanced; and the third, those who are not able to keep up with the others. Pupils, in too many cases, read with such precipitation that it is impossible for them to pronounce all the syllables distinctly without repeating them. Others do not read loud enough. Others, again, adopt a singing tone, and lose all the attractiveness and pleasantness of a natural tone.

Better preparation would be made at home, and better work would be done in class if teachers would follow less the method of hearing lessons in a definite order. Knowing what part of the lesson he will be called upon to read, the lazy scholar prepares *that* and *only that* paragraph. The whole lesson should be well read, and thoroughly understood by a pupil before he is given a new one. To those teachers who say it is impossible in large classes, to insist upon such rigorous methods, I would suggest a trial application of this method for a few weeks, and I feel certain that they will find their work easier, and their pupils' progress in intelligible, distinct, good reading, very satisfactory.

Caligraphy:—Notwithstanding the many changes in the copybook in our schools within the past few years, we have in many sections pupils whose writing may be classed as very good. The chief object of exercise in writing is to make the pupils acquire a legible and graceful style of penmanship. Whether the copies now in use in our schools are the best or not—whether the slant or vertical should be universally adopted, matters little in the end, the object is to teach pupils how to write legibly and gracefully. The teachers must do the work, by giving oral explanations of the principles of caligraphy and combination of letters. I fear

that, in many places, the poor pupils, abandoned to their own skill, mechanically reproduce very imperfectly the headlines set before them. To execute good penmanship, first of all attention must be paid to the position of the body, and then to that of the copy. General fault-finding is indulged in throughout this province with the poor penmen who graduate from our public schools and high schools. Whilst we have in this part of our fair province many excellent penmen, we have also a large percentage of very poor ones. To what is this large per cent. of poor writers attributable? Many causes may be assigned, but the most general one is lack of supervision on the part of teachers. The most of the defects found in writing may be attributed to the bad position of the body, and to the manner of holding a pen. When the arm is too near the body and the thumb is too stiff, writing must of necessity be *too slant*. When the arm is too far from the body, and the index finger alone guides the pen, writing is *too straight*. An incorrect and uncomfortable position of the body, cramped fingers and stiffness in holding pen can only produce irregular writing. To these details in instructing pupils to write, teachers should pay the greatest attention. In many cases we find correct formation of letters, and very fair imitation of models set before the pupils, but the copybooks are anything but presentable. Neatness and cleanliness are very desirable qualities in everything, and writing is far from being an exception.

Useful Knowledge:—This subject does not receive the attention it should. In fact, in too many places it is handled in a very perfunctory manner. Many parents insist upon no time being wasted upon their children in "imparting such nonsense." The idea exists in some places that this object lesson is confined to everything in sight. Perhaps if the term Useful Knowledge were employed, instead of Object Lesson, the subject would be more popular. This lesson, taught intuitively, should be one of the most interesting and profitable to pupils.

Geography:—Pupils, as a rule, are very well posted in the names of places, towns, rivers and mountains, etc., of the world, but are very deficient in knowledge of physical geography. Too much time is given to topographical study, and not enough to the study of the world in general.

More use might be made, in illustrating, of the local landscape, as well as of botanical and geological specimens. Pupils would be much more interested in their work if teachers would pay more attention to induction, deduction, and analogy. They should dwell more upon the origin of deltas, deserts, the course of rivers, the chief industries carried on in the different countries, fostered by the advantages of their geographical position, and above all, they should never fail to make comparisons between these different countries and Canada. This method will impress the pupils' minds and lessen the necessity of slavishly memorizing; for as a rule, what we know, that is what we thoroughly understand, we never forget. Many of our teachers are not successful in this branch, because they place the textbook in their pupils' hands before they have mastered the map.

As I have repeatedly reported, history is not receiving the attentic its importance demands. This lack of interest in the subject, and th slavish habit of memorizing so much, encouraged in many places, are tl chief causes of ignorance of history so noticeable in too many school The text book is too closely followed, and teachers do not make sufficie efforts to clothe cold historical events in the attire of an attractive, simp narrative so pleasing and interesting to children.

Hygiene:—As much time as the school regulations call for is giv to the reading of that book called the Health Reader; but less readi and more faithful application of hygienic principle would prove ve beneficial in several sections. The first lesson taught should be clean ness in the class room, and the second, proper care of outbuildin Better ventilation is desirable in many schools, as well as more freque application of disinfectants in outhouses. No sanitary precautions a taken at all in some places.

I am certain that the desks in several schools were never made accor ing to the principles laid down in any health reader, or any kind of reader, for they oblige the poor pupils to assume postures at once uncor fortable and injurious. Many very young pupils are afflicted wi myopia and suffer on account of the imperfect light admitted to the cla room. Others are tortured by too much light coming from the fron instead of from left to right. Changes have been recommended whe necessary, and when adopted will, we feel sure, prove helpful.

The natural, refined manners of no nation are sufficient of themselv and if left uncultivated and undeveloped, will soon lose themselves in tl vortex of a busy and inconsiderate world. The principles of charity ar consideration for others can be taught as effectively under the rough ro of a country school as beneath the costly dome of our high endowed colleges and institutions of higher education. To do this, vigilance on the part of our teachers similar to that of the college pr fessor is required. Pupils should be taught to live in sincere and cordi friendship, and to observe those rules of politeness expected from wel bred children. They should receive frequent instruction to observe tl maxim, "Do unto others as you would have them do to you." Nic names should never be permitted in or out of school, and person remarks on the physical defects of their companions or of others shoul never be tolerated. Pupils should be frequently and strongly reminde of the fact that intellectual development without simple, gentle ar kindly manners is not education, and that the more the refined feelin of kindness and charity are cherished and brought into everyday life, tl more evident is the existence of a well-balanced brain.

Your obedient servant,

J. J. SULLIVAN.

To A. H. MACKAY, ESQ., LL. D.,
Superintendent of Education.

DIVISION NO. 4.—DIGBY AND ANNAPOLIS.

L. S. MORSE, M. A., *Inspector.*

SIR,—The following report on the public schools of Inspectorial Division No. 4, for the year ended July 31st, 1906, is hereby submitted for your consideration:—

At the annual meetings of the Boards of School Commissioners in May, two new sections were formed in Annapolis county—one in Annapolis West, named Beaconsfield, Section, No. 48; and one in Annapolis East, called Crossburn Section, No. 62. Owing to the election campaign being in progress it was found to be impossible to get a meeting of the Council of Public Instruction convened to consider the action of the Boards of Commissioners previous to the date of the annual meetings. The approval of the Council was, however, obtained on the 12th day of July, and special annual meetings were called as soon after that date as possible, at which trustees were elected and money voted for schoolhouses and for general school purposes. It is expected that schools will be maintained in these sections for a part of the ensuing year. In both of these cases an effort was made to arrange for the conveyance of pupils from these new sections to the nearest adjoining schools, but owing to the distance and state of the roads, and to the unwillingness of the people to undertake to carry out such a proposition the project was abandoned.

The case of Crossburn Section is somewhat unusual. It is a settlement formed at the headquarters of the Davison Lumber Co. in the woods, and it is highly probable that it will not exist as a section for more than eight or ten years at the most. The houses of the lumbermen, I am informed, are so constructed that they can be taken down in sections and removed on the Lumber Company's railroad to another location when necessary. There are at present in the section between twenty and thirty children of school age. The ratepayers are so much in earnest for school privileges for their children that they expect their schoolhouse to be ready for occupation and to have a teacher enstalled therein, sometime in the month of September.

In consequence of the scarcity of teachers at the opening of the school year a considerable number of schools were closed. Some of these, however, were supplied with D (Provisional) teachers at, or shortly after, the middle of September, and a number of others obtained regular teachers before the close of the second quarter. Nearly all that wished teachers were supplied before the end of the year. Eight sections only were without schools during the whole year, two of which were enlarging or repairing their shoolhouses; one had no pupils to attend school, two or

ratepayers who too frequently allow a small increase in taxation to override the educational advantages which a small additional outlay would secure.

Arbor Day and Empire Day were, I believe, quite generally observed by the teachers of this Division. Comparatively few, however, furnished reports of their exercises. Judging from the reports sent in, the exercises on those days were suitable to the occasion, and consequently beneficial.

County Academies were in successful operation at Annapolis Royal and at Digby, under Principals Magee and Morton respectively. These gentlemen are experienced and successful teachers. At Church Point no County Academy was in existence during the year. Quite a number of high school pupils—young ladies—were taught in the convent at that place by a class B teacher, several of whom attended the Provincial Examination.

The graded schools at Middleton, Bridgetown and Bear River, were at least equally as good as those maintained at Annapolis Royal and Digby, where the County Academies are established, while the graded schools at Lawrencetown, Paradise, Round Hill, Weymouth Bridge, Weymouth, Freeport and Westport were comparatively close seconds. The other graded schools did good work and some of the miscellaneous schools employed teachers of superior excellence.

No particular reference need be made to the French schools of this Division. The Special Visitor will no doubt refer fully to them in his report. It will be sufficient for me to say that the schools are improving in consequence of the higher scholarship and better training of many of the teachers now employed.

All schools were inspected during the year except one at Litchfield, Annapolis county, which had not succeeded in finding a teacher previous to my tour of inspection in that vicinity. A teacher of some previous experience was found for that school after the Christmas holidays, but it was thought to be unnecessary to make a second special journey over the North Mountain for the purpose of inspecting that school. Several other schools, however, received a second visit during the year.

The statistical tables, carefully compiled from the annual returns for the year, have been forwarded to your office. It seems to be unnecessary to elaborate any of the information therein contained, further than that which has already been done in this report.

I have the honor to remain, sir,

Your obedient servant,

L. S. MORSE.

A. H. MACKAY, ESQ., LL. D.,
Superintendent of Education.

DIVISION NO. 5.—HANTS AND KINGS.

COLIN W. ROSCOE, M. A., *Inspector.*

SIR,—I have the honor to submit the following report of the schools of Inspectorial Division No. 5, comprising the counties of Hants and Kings, for the year ended July, 1906:—

Three of the sections reported last year as not having schools have maintained their schools throughout the year. These were Scott's Bay Road and Pleasant View in Kings county, and East Tenecape in Hants county. I have to report Pine Woods and North River as still without schools and schoolhouses. There has been a change, however, in the condition of things in both sections. In the case of Pine Woods, $700.00 has been voted by the Board of School Commissioners, from the School Land Fund of Cornwallis, and a committee of two commissioners and the inspector appointed to build a schoolhouse for this section. Operations will begin at once, and it is hoped a house will be ready for a school soon after the opening of the term in August. In the past, a grant has been made from this fund to aid in keeping up a school in this section which is composed principally of colored people. A vote was made for the same purpose at the last meeting of the Board. Efforts are being made to get the section into line to raise funds to supplement the vote of the Board. If not successful, steps will be taken in accordance with the amendment of the law, passed at the last session of the legislature, to work the section through a committee of the Board. North River voted money at the annual meeting to build, but the section will need to be pressed to go on and establish a school. It is a difficult problem to secure schools in such sections, but now that we have the authority the school *must* be held for at least a certain portion of each year. Two other sections in Kings County, viz.: Mt. Home and Dalhousie Road, have too few children to expect them to have school. Some plan may be devised to provide for Mt. Home in the adjoining sections, but nothing can be done for Dalhousie Road, as it is in the woods by itself and too far from other schools to take advantage of them. Kennetcook Dyke adopted the policy of doing without a school to save money to build. It will have a school next year. Crystal Wave is still waiting for the discovery of oil, hoping then to be able to establish a school. I think this section ought to be joined to Cheverie. The last of the seven sections without school was Lakeside, the new section back of Grand Lake, which neglected to organize, and so the Board of East Hants put it back again into Grand Lake section.

Since the sections were first laid out people had moved away from some of them, and the schools have been so reduced, that it is extremely

difficult to keep up a school at all. It would seem best to absorb these into other sections, but the people themselves decline because other sections, in wealthy portions of the country have been divided by the Commissioners and made much smaller than the law now contemplates sections to be. If the weak section is to be absorbed it seems but fair that the stronger ones, where two may be united, and be less than four miles in extent, should not be allowed to remain separate. Of course District Commissioners can exercise their authority and either consolidate or absorb sections and in doing so may create no small amount of animosity. There will, in most cases, be a few pupils who will be 2½ miles or more from school. They will expect and need some aid in carrying them to and from school. As the law in regard to consolidated schools is interpreted not much help can be expected in many of these cases. It looks to the parties concerned as if they were to be deprived of some privileges and were not to receive an equivalent for what they think the law contemplates. There are cases of sections so small that a schoolhouse placed at a central point, when two of them are united, would be less than two miles from the furthest limit. To disturb these will create a general furore, and so less favored sections take shelter in the fact that they should have the same privileges, as to distance from school, as the more wealthy sections have. In most cases of union the number of schools and teachers would be lessened, and money saved in the Provincial grants and in management. Wherever a saving is made by the union of two sections, a grant might well be given to encourage it, and thus create a saving. The union of sections may be brought about in two ways: first, by giving liberal grants to encourage it; second, by withholding grants from sections that do not reach a minimum size.

In Kings county, the District Commissioners condemned the schoolhouses in Dalhousie, Steam Mill and New Minas sections, and the room for the advanced department of South Berwick school, as unfit for school purposes; and the Board of West Hants also condemned the house and site of Forks section. This means that these sections must provide suitable school accommodation during the next year or not receive Provincial grants for these schools thereafter, till they comply with the law.

During the past year 254 schools have been in session taught by 281 teachers, and one licensed assistant. The number of pupils enrolled was 9434, who made an attendance of 1,074,241 days. Of the 254 schools, 69 were in session for the full time of 211 days; 120, for 200 days; and all averaged 199 days. Of the teachers, 59 were new and teaching their first term; 164 were new to the section; 58 were retained in the same section as the previous year; 10 have taught between 20 and 30 years and three over thirty years. One hundred and eighty-two have taught less than five years.

In the following tables comparison is made with the year 1905:—

SCHOOLS.

County.	No. Schools	No Teachers	No. Pupils	Attendance
Kings	124	142	4893	548612
Hants	130	139	4536	525629
Total 1906	254	281	9434	1074241
" 1905	252	271	9419	1060336
Increase	1	10	15	13905
Decrease	....	...	....	.....

TEACHERS.

County.	A	B	C	D	D Prov.	Male	Female	Total
Kings	5	37	62	32	6	9	133	142
Hants	3	30	64	38	4	11	128	139
Total 1906	8	67	126	70	10	20	261	281
" 1905	8	69	117	74	3	20	251	271
Increase	.....	.....	9	....	7	.....	10	10
Decrease	....	2	.....	4	.....	.....	.....	.....

Most of the graded schools and a large number of miscellaneous schools, have done excellent work. Some have done fair work in a few subjects, and have omitted nature and oral lessons, and have done little or nothing in teaching drawing and writing, except to see that some copying has been done. As usual, some have kept the school and accomplished little. The reading has been improved by the use of the new readers.

Arithmetic is pretty well taught. Perhaps more drill in the use and relation of numbers and their value, at the outset, would secure more rapid and better progress later on.

Grammar, more in the form of elementary language lessons, is taught in the common school grades. This, when done right and well, is much better than the old method of using the text book in grammar in these grades. Too many teachers do this work in a very indefinite and haphazard way, instead of making a plan of the work to be overtaken, and the order in which the lessons are to follow each other. They begin anywhere and end nowhere. These had better omit the exercise altogether. I should like to have the "Lessons in English," or some other good text followed as a guide. Let some certain portion of the work outlined there be covered. The written work should be abundant. For the written

exercises in the text, the pupils had better use the book, and thus save the time of the teacher in putting work on the board.

In the matter of grammar for the high school grades, there has been a great change. Formerly too much time was devoted to it. The time was out of proportion to that given to other subjects. Now, too little time is devoted to it. No pupil should leave the high school without having mastered the rules of syntax and the principles of English grammar. He should be so familiar with these as to be able to apply them when occasion requires it. To aid him in this, more analysis and parsing should be done. English, as it is taught, cannot take the place of grammar.

There is not the improvement in writing in the schools that I should like to see. In the common school grades pretty fair copybook work is done. I think this might be followed in the high school by practice twice a week in copying legal documents, so that the pupils should become familiar with their phraseology, and get into the habit of writing in a neat, legible, business form. The majority of high school pupils are poor writers. They write examination papers with such a rush that their penmanship is harmed instead of improved.

The condition of schoolhouses has recently been much improved. It is the exception to find a schoolhouse that does not present a respectable appearance. The furniture and appliances, too, are pretty well up to the required standard. The school grounds are not improved and in keeping with the school buildings. Pressure has to be used to have rooms properly and frequently swept and cleansed, and the outbuildings kept in a condition fit for use. I have called in the Health Officer in some cases, and notified the trustees that the next step would be withholding grants, before I secured proper attention to the premises. I found the Health Officers were quite willing to aid me in this needed reform. I wish it understood, throughout my Inspectorial Division, that the law *must* be complied with in this regard in future, or a loss of grants must result. Teachers can, and must, aid to the extent of refusing to teach, and of holding the trustees accountable for their salary, when the houses and premises are not kept cleansed and fit for use. In rural sections a half-day spent by the ratepayers with their teams in clearing and levelling the ground would soon make an attractive place of the school grounds.

To reseat and provide for needed repairs on schoolhouses, it is customary to vote a certain sum at the annual meeting. The township of Cornwallis has a fund under control of the District Board, which may be used as it directs for school purposes in any school in the township. Appropriations have been made from it from year to year to supply maps and other equipment, but for the past two or three years the schoolhouses in

the "poor sections" have received aid from this fund for repairs on their buildings until now the houses in such sections are in pretty good condition. Occasionally a sum is granted from this fund to aid in building a new schoolhouse in some needy section. From this fund the Board was able to vote $700.00 to build a house in the Pine Woods, a section composed almost entirely of colored people.

Elmsdale has provided another room, graded the school, and employed two Class B teachers. Enfield has voted money to enlarge the schoolhouse with the intention of grading the school. Maitland and Lower Selma have de-graded their schools, the former from three (formerly four) departments to two, the latter from two to a miscellaneous school. Both these places are feeling, more and more, the loss of the shipbuilding industry. The schools, though small, have pupils in all the grades of the "course." Lower Selma has all the grades from I to XI, inclusive, under one teacher. Of course no teacher can do the work of so many grades. She may stimulate the pupils to rely upon their own efforts and then superintend the work. It is really marvellous what amount of work a tactful teacher can do.

New schoolhouses have been built during the year in Lake View and Baxter's Harbor Mt. sections, in Kings county. The former was granted an allowance under section 124 of the Act. This section has now a very neat and comfortable schoolhouse, convenient to all in the section.

In the case of Baxter's Harbor Mt., $100.00 was voted from the School Land fund, which, supplemented by what the section voted, has resulted in the erection of a very nice schoolhouse. Canaan is also building to replace the house destroyed by fire, just before the close of the last term. Kennetcook Dyke section, in West Hants, is building, and will be ready for school at the beginning of the term in August.

During the past year ten teachers were teaching in the schools of Hants and Kings who taught between twenty and thirty years; and three, over thirty years. These will soon have reached the point where they can claim pension, and they will deserve it. They have not simply been putting in time, they have all been teaching to good purpose. I shall not name them in this connection, but if I should, hundreds of their pupils, now men and women, would rise up to say they deserve it. The province is under an obligation to such teachers that they cannot repay. The Legislature did right, exactly right, to recognize this service by passing the Annuity Act.

It will be noticed by the statistical tables sent herewith, that there is a slight increase in the salaries of teachers. This increase, however, is not sufficient to prevent some of the best teachers from leaving the province. It is to be very much regretted that teachers whose services cannot

be estimated in dollars and cents are thus leaving our schools. One such teacher has lately retired from Kentville Academy. I refer to Miss Teresa Farrell, who taught several years there, first as a teacher in the common school grades, and later as a teacher in the academy. Miss Farrell was a most conscientious, painstaking, and excellent teacher. Her instruction was clear, forceful, and effectual. Her pupils will long remember her positive work.

This report is respectfully submitted.

I have the honor to remain, sir,

Your obedient servant,

COLIN W. ROSCOE.

A. H. MACKAY, LL. D.,
Superintendent of Education.

DIVISION NO. 6.—ANTIGONISH AND GUYSBORO.

A. G. MACDONALD, M. A., *Inspector.*

SIR,—I have the honor to submit the following report on the schools and the educational conditions of Division No. 6, comprising the counties of Antigonish and Guysboro, for the school year ended July, 1906:—

The number of sections in the county of Antigonish has been reduced from 79 to 77 by the consolidation of the sections of Saltsprings, Lower West River, and Lower Glen Road, into one section, to be known as West River, No. 47.

The number of sections in Guysboro remain the same as last year.

In Antigonish county the total number of pupils enrolled for the year was 2,585, as against 2,800 the previous year; and the grand total days' attendance was 289,433, while the preceding year the attendance, with a larger enrollment, reached only 285,101.

The winter of the year under review was, however, a mild, open one, while its predecessor will long remain memorable for its severity and heavy snow storms.

The number enrolled in Guysboro county—embracing the two districts of Guysboro and St. Mary's—was 3715, and the preceding year 3716; and the grand total days attendance for the corresponding years were, respectively, 401,560 and 393,563. The rel-

atively larger attendance made during the year ended July, 1905, in this county can only be explained by the great difference in the winter conditions of travel in the two counties. It not unfrequently happens that when sleighing is excellent in many districts along the Atlantic coast, the roads are simply impassable in districts bordering on the Straits of Northumberland. The terrific northeast snow storm spends its fury, in a large measure, in crossing the country from the Gulf to the Atlantic.

In Antigonish county fifty-eight sections had school during the year, conducted by seventy-six teachers. Besides the comparatively large number of sections in the county that are school-less, in consequence of the absence or fewness of pupils, there were four small sections without school because they could not get teachers for the salaries offered, viz., Cape George Point, Rear Georgeville, West Lochaber, and Rear Springfield. The school of Blackavon was temporarily closed, as the section was engaged in building and completing a new schoolhouse.

In another report you will find a full list of the sections without schools in both counties, with such information and details as your department requires.

During the year ended July, 1905, twenty-seven sections in all, in Guysboro county, were without school; the past year this number was reduced to fourteen. Six of the fourteen, namely, Glencoe, Alder River, S. Merland, Yankee Cove, Denver, and West Liscomb, have been closed continuously for periods varying from four to twelve years. And there is but little hope of any of these becoming active for some time, for the causes that have brought about their present conditions, namely, absence or fewness of pupils, poverty, or isolation, seem likely to persist. Hollin's Harbor, closed for three years, may be included in this number, unless a teacher can be found who is willing to teach for a moderate salary, and to divide his time and services, alternately, between the small community at the Harbor and the few families at Indian River, nearly three miles distant. Although I have been unsuccessful, thus far, in securing such a teacher, I think I can reasonably look forward for better results soon. The remaining seven sections could not get teachers for the inadequate salaries offered, but usually they are among the active schools of the county.

The Guysboro Board created a new section, "Lundi, No. 66," recently, at a place called the Junction, a very isolated settlement, where the roads from Larry's River and New Harbor meet, on the way to the town of Guysboro. The section consists of a few French Acadian families, chiefly from Larry's River, that removed a few years ago from the coast into the interior, where fuel is abundant, and where the forest offers opportunities for more or less profitable employment during the winter months, while the men, during the summer season, follow their ordinary occupation of fishing.

An event of more than ordinary importance in the history of education in Antigonish county has been the consolidation of the three sections of Saltsprings, Lower West River, and Lower Glen Road into one. Being an innovation, this distinctly forward step met, as might be expected, with strenuous opposition from several ratepayers. Many objections were raised, but the dominant one was the fear of excessive expense in the conveyance of distant children. The decay of education in the three constituent sections in consequence of fewness of pupils, the outworn and unfit condition of their schoolhouses, and the configuration and topography of the territory embraced by them, seemed to invite consolidation as the only effective solution of the problem submitted to the School Board.

I may here briefly quote, for the benefit of those who may be interested in the question of consolidation of sections, the principal statistics of the consolidated section of West River, as recently furnished you by the Secretary of Trustees, and by the teacher, at present, in charge of the school, both of whom are natives of the section, and thoroughly acquainted with it.

The section is from six and one-half to seven miles in length, and from three and a half to four miles in breadth. The total population is 252, and the number of families is 50. There are fifty-four children between the ages of six and fifteen years in the section, all of whom, except nine, attended school in the newly-erected schoolhouse from the date of opening of school, on January 22, 1906, till the close of the year, making a daily average of 30. The total assessed valuation of the section is $67,000.00; and the cost of conveying children for the time the school was open, on the only route on which conveyance was necessary, was $63.50.

The new schoolhouse is a very creditable building. It is provided with a large classroom, is finished inside in good sheathing, and has a fine hardwood floor. All the furniture is of the best; and a large hylo-plate blackboard and teachers desk, with chair, contribute to the use, elegance and comfort of the building.

It is a great pity that the power of acting in combination with one's fellows for the public good is a plant of such slow growth. Doubtless its possession implies a higher and more complex intellectual organization than is usually met with, although it is, in a measure, at least, evinced in organizing agricultural societies for the improvement of stock, and for other such purposes. Just why it should not be exercised in securing a better education for our boys and girls who are to become the men and women of the immediate future, as well as in the improvement of stock, is a question which I commend to the study of the philosopher and political economist. Our American cousins to the

south possess this power in a more highly developed form, and as a result half the children of the United States get their education under better conditions than generally prevail with us in consolidated schools.

It can scarcely be doubted that the expenditure on education, from all sources, in Nova Scotia, if economically applied, is quite large enough to provide good schoolhouses, and what is infinitely more important, good teachers, with good salaries, for every youth in the country.

Two new schoolhouses, superior in many ways to those built in the years gone by, were erected and completed during the year, one at Blackavon, and the other, already referred to, at West River, both in Antigonish county. The year ended witnessed more than the average activity in effecting needed repairs to schoolhouses, and, I am glad to say, that a very considerable number of schools discarded, entirely, the old and wretchedly poor blackboard, to make room for the hyloplate one, which is, at once, highly serviceable and not expensive.

With regard to the teaching staff of my division, I have to report that eighty-four per cent. of the total held a "C" or a "D" license,—the latter being in the proportion of seven to five of the former. In this large percentage are included many whose work is of a high order. Indeed, I would not wish to see them replaced by teachers of a higher class. But it is equally true that there are many among them whose work, for one reason or another, is weak and unprofitable. It is this body, however, that constitutes the principal storehouse on which we must draw for the main supply of our teachers. What seems to be needed is a process that will winnow out, and cast aside, the really unfit and inapt, and at the same time retain and train those who possess the qualities that promise success in the profession. Normal School training and adequate salaries are the means, and they lie at hand, by which this end can surely be attained, and no friend of education can regard either as being of extraordinary character. I subjoin, in a tabulated form, the average annual salaries from all sources paid "C" and "D" teachers during the past six years in Division No. 6:—

Year.	C. Male.	C. Female.	D. Male.	D. Female.
1901	$233.37	$220.90	$168.30	$156.52
1902	224.00	212.40	165.04	165.50
1903	233.68	209.05	178.15	163.32
1904	247.57	229.83	173.71	183.40
1905	254.35	229.56	184.49	174.29
1906	244.44	231.06	195.84	172.91

These are, to say the least, humble salaries for the class of people who are engaged in the noble and sacred work of nurturing, and bringing out in their fulness, with the passing years, the God-given capacities of the child, and of up-building the character of those to whose keeping the destiny of our great country will soon be commited. When

parsimony leads to the engagement of a weak teacher, when a tried and successful one can be secured, it is, indeed, nothing short of criminal folly; for it should ever be remembered that the chief factor in the child's education is his teacher. The subject studied pales into insignificance when compared to the manner in which it is studied, and to the inspiration received from the teacher during its study.

I should not close this report without a brief reference to the very successful Normal Institute held at North Sydney, during the week beginning September 24, 1906, by three hundred teachers, from the six eastern counties of Nova Scotia, who were in attendance. As a special report of the Institute will be made to you by the secretary, I wish merely to say that all of us felt very grateful for the encouragement and assistance given us by yourself and other educationists during several sessions of the Institute. And, as Chairman of the Institute, I wish on behalf of the teachers to avail myself of this opportunity to thank, publicly, the people of North Sydney for the many kindnesses and courtesies extended to us on the occasion. The kindness shown by the managers of the Dominion and Nova Scotia Iron and Steel companies in showing the assembled teachers the wonders of iron and steel manufacture, and of making steel rails, will long be held in grateful remembrance.

Just a word about the children of North Sydney, who came up for class-teaching in the course of the Institute's work. In all my experience with children in other towns, I must, speaking generally, give them the palm for general intelligence, for responsiveness in class, and for their admirable politeness and deportment. They certainly reflected great credit on their parents, on their teachers, and on the community generally.

I have the honor to be, Sir,

Your obedient servant,

A. G. MACDONALD.

To A. H. MACKAY, ESQ., LL. D.,
Superintendent of Education.

DIVISION No. 7—RICHMOND AND SOUTH INVERNESS.

M. J. T. MACNEIL, B. A., *Inspector.*

SIR,—I beg leave to submit the following report for the year ended July, 1906, on the schools of Division No. 7:—

There was school in operation during some part of the term in 121 out of the 144 sections in the Division.

In the District of South Inverness the number of vacant sections was 18, as compared with 17 the previous year. Still, the number of teachers employed was the same, viz., 68. This is accounted for by the opening of a school in a section which had hitherto been looked upon as defunct, and was left off the revised list—Rear of Judique Intervale. There was an enrolment at this school of 40 pupils, of whom 4 only are reported as not belonging to the section. I was unable, owing to the almost impassable condition of the roads when in the vicinity, to visit this out-of-the-way place, so that I could judge of the conditions contributory to the effacement of the section from the list, but surely the figures just given are sufficient evidence of great indifference to education on the part of the inhabitants.

In the District of Richmond 6 sections had no school any part of the year, being one more than the previous term. One of these vacancies should have had a two-department school, so that the number of teachers employed was diminished by two, from 75 to 73. Three of the vacant sections had school the previous year, so that only two of them were without school more than one term.

This is perhaps not too bad a record, six sections out of a total of 71, or 8.4 per cent., when it is considered that the majority of them are about the weakest and smallest in the district,—sections that cannot easily be strengthened by union or partitioned among contiguous ones; but 18 out of 75, or a percentage of 24, reveals a state of affairs that calls for very serious reflection on the part of all whom it concerns.

The educational authorities, other than sectional, offer a remedy which they have every reason to believe would be effectual in bettering to a large extent, if not entirely curing, this deplorable condition, i. e., union and consolidation. Those most intimately interested, viz., the parents, in the majority of cases oppose this remedy, and not only fight *a outrance* against it themselves, but bring to bear all sorts of influences to defeat any well-considered and practicable scheme of union that may be proposed. Having nothing better to propose, and lacking, in some cases, the means, in others, the public spirit and generosity to meet the altered conditions that attract teachers to other places and to other pursuits, their miserable little school cabins remain closed and their children are allowed to grow up in ignorance.

The Richmond Board of School Commissioners, at its meeting in 1904, united two sections at L'Ardoise, as mentioned in my last report, whose combined territory is not much more than half the prescribed size of a normal section. The schoolhouse of one of the sections had been destroyed by fire, and the opportunity of a generation presented itself to establish one of the strongest schools in the county,—a school of three or four departments that might aspire some day to compete for

the academic grant, but the opposition was so general and so violent and unreasoning, in both the sections, that the Council of Public Instruction refused to ratify the action of the Board. The schoolless section then found itself face to face with the necessity of providing by itself an up-to-date building suitable to the requirements of the place and conformable to the prescriptions of the law. It was another story then,—they could not afford such a building; and after seeing a whole year wasted, I had to shoulder the responsibility of sanctioning a building on plans considerably reduced from the prescribed standard. And even then I was under the necessity of bringing considerable pressure to compel the trustees to take immediate action, instead of waiting until next spring before calling for tenders, as was their settled purpose. I learn that a contract was awarded recently, but I also hear a good many expressions of regret that the union scheme was not carried out.

In South Inverness several schemes of union were proposed at the Board's last meeting.

Two small sections in the District of Judique, viz., No. 12, Beaton, and No. 17, Millan, were joined, under the classic name of Dumbarton, No. 12, in accordance with the prayers of petitions—wonderful to relate, unopposed. This bids fair to be a more harmonious union than some of the others proposed, as will appear from the sequel.

At Glencoe it was proposed to form a consolidation of four sections. The promoters, taking time by the forelock, had not awaited the action of Board or Council, but had commenced a large building on a beautiful site near the junction of four roads, or a crossing of two roads, rather, leading to the different sections of the proposed union. The Board granted the union, but such a storm of opposition was raised that the Council thought proper to withhold its sanction for the time being. There may be some families that, without conveyance, would be too far from the school to receive much, if any, benefit, but if these could be accommodated either by conveyance or by annexation to other adjoining sections, I am strongly of opinion that the Glencoe crossing is the proper and only place where a good strong school for the surrounding territory can be maintained.

In the vicinity of Mabou were two contiguous sections, North East Mabou, No. 25, and Mabou Harbor, No. 26. The schoolhouse in one stood condemned and was practically in ruins, the other was in a very dilapidated condition. These sections it had been proposed to unite at the meeting of the Board in 1905, but the necessary preliminaries had not been complied with and the matter had to lie over until last meeting, when it was again taken up, and the union effected by the Board, and subsequently ratified by the Council.

In the meantime preparations to build had been going on in one of the sections. I visited the proposed site, but refused to sanction it, as not complying with the requirements of Regulations 44 and 45. Nevertheless, the work of construction was proceeded with, presumably as an effective measure of obstruction to the consummation of the union, and other means have been attempted to have it rescinded. What will be the outcome remains to be seen, but in the meantime precious months are being wasted of the all too short school-life of the average boy and girl. Thus it will be seen that the desire to have any kind of a small school within easy access has replaced the old-time educational fervor that would face all manner of obstacles to reach a good one. People nowadays are afraid to allow their children to walk a couple of miles to school: do they keep account of the miles some of these same children travel when not at school, at play,—in a modern game of ball, for instance?

In another direction from the village of Mabou, barely two miles distant, on the limits of the public highway, fenced out from any other ground for play or any other purpose, stands a little cabin that sometimes does duty as a schoolhouse, in a little section named Rankin, No. 35. Last term there was an enrolment here of 17 pupils, and on the day of my visit there were 9 in attendance, ranging from grades one to six. How the existence of this little section can be justified I am at a loss to see, situated as it is about midway between Mabou and Hillsboro, barely four miles apart. It is surely not because of over-crowding in the schools of the neighboring sections. The enrolment in the three departments of the Mabou schools last year was only 84, an average of 28 per teacher. Not the *average* attendance, mark you, but the average per department of the whole enrolment. And here were employed two first-class teachers and one of the second-class, the peers of any in the division, in first-rate well-equipped rooms. It seems to me that such advantages ought to attract pupils from a reasonable distance, while, on the part of the schools, an acquisition of strength in the way of pupils should not be unwelcome. Hillsboro also, I understand, always aims at maintaining as good a school as possible, and could very well look after a few more pupils than it is now called upon to do. The enrolment last year was 36, with an average attendance for the term of 22.7.

There existed many years ago, at the northeastern corner of the county of Richmond, and bordering upon the county of Inverness, a school section called "Head of West Bay, No. 26." At the time of my appointment, in 1879, the schoolhouse had already gone to ruin and decay. Whatever educational advantages have been enjoyed by the children of this section in that long period were obtained at the schools of West Bay village, Inverness county, on the one hand, and of Black River, in Richmond county, on the other, until the school in the latter place went down, some ten years ago, probably "never to go again." By the combined action of the South Inverness and Richmond Boards,

this old section has been annexed to West Bay, forming a "Border Section." When a suitable site has been selected and a modern school-house built,—a consummation much to be desired,—this section should easily maintain a first-class school.

Following is a statement of the number and class of teachers employed, as compared with the previous year, in each district:—

	A.	B.	C.	D.	Male.	Female.	Total.
Richmond, 1906.....	1	6	28	38	24	49	73
" 1905. .· ...	1	8	12	54	27	48	75
South Inverness, 1906 ..	2	9	13	44	13	55	68
" 1905 ..	2	5	13	48	17	51	68

The only striking feature revealed by a comparison of the average salaries for each class is the considerable increase received by the first-class females, as shown in the subjoined table:—

RICHMOND.

	Male. B.	Male. C.	Male. D.	Female. B.	Female. C.	Female. D.
1906...	$369 43	$252 06	$180 21	$364 43	$228 17	$171 14
1905...	387 24	257 68	182 45	315 24	226 85	174 12
Increase.		.. :..	.....	$49 19	$1 32	.....
Decrease.	$7 81	$5 62	$2 24	.....	.....	$2 98

SOUTH INVERNESS

1906...	$189 43	$198 72	$158 28	$276 93	$203 56	$163 76
1905...	187 74	252 28	158 25	216 90	218 30	160 12
Inrease..	$1 69	.. ..	$0 03	$60 03	.....	$3 64
Decrease		$53 56	.....	.....	$14 74	.....

The number of teachers having Normal School training was 30, as compared with 32 the previous term in Richmond, and 29 as against 21 in South Inverness,—an increase of 6 for the Division.

There was a slight falling off in the number of pupils enrolled in both districts, Richmond showing a decrease of 177, two-thirds of which number can be ascribed to the closing of the West L'Ardoise school alone, and 22 in South Inverness. As seen by the subjoined table, however, the attendance was proportionately larger, making a greater grand total and a larger percentage:—

RICHMOND.

	Pupils enrolled	Boys	Girls.	Grand Total Days' attendance	Average Daily Present	Per cent. of An. Enrol't.
1906	2630	1374	1256	292.330	1435.1	54.5
1905	2807	1472	1335	290,751	1456 2	51.8
Increase ...	....	....	..	1,579	.....	2.7
Decrease ...	177	98	79	. ..	21.1	....

SOUTH INVERNESS.

1906	2215	1154	1061	215,544	1127.7	50.9
1905.....	2237	1180	1057	213,359	1094.	48 9
Increase	....	....	4	2,185	33.7	2 0
Decrease	22	26	....	... .	. .....	....

The amount of money voted at the annual meeting for school purposes by the sections having schools in operation, as taken from the returns, was as follows. These amounts, however, do not include what was voted by the sections having no school, as no returns were received from these:—

RICHMOND.

	Total amount voted.	Portion for Buildings, Repairs, etc.
1906...	$10139 00	$1027 00
1905.....	9133 00	1226 00
Increase	$ 1006 00	.....
Decrease	.....	$ 199 00

SOUTH INVERNESS.

1906.....	$ 9794 00	$1734 00
1905.....	8887 00*	1119 00
Increase.....	$ 907 00	$ 615 00

*Either by a printer's error or by a mistake in copying, this amount was made to appear in my last year's report as $887.

Two new schoolhouses were occupied during the term in South Inverness, one in Baden section, No. 21, the other at Maple Ridge, No. 42. The former was perched upon the edge of the highway on an almost impossible hill, in defiance of the prohibition of my predecessor. On his recommendation the site was afterwards reluctantly sanctioned, in order to put an end to a seeming interminable quarrel. The building exteriorly seems well enough built; the interior is unfinished, but passably comfortable. The latter takes rank in style and finish among the best in the district. Furnished with patent desks, and otherwise fairly equipped, it is a credit to the energy and public spirit of the School Commissioner of the parish, Rev. A. J. Chisholm, who promoted the union of several small sections and practically secured and superintended the building of the schoolhouse. It is to be hoped that this school will be conducted with such success as to be a fruitful object lesson to many sections situated as these were previous to the union.

Hureauville section, No. 27, Richmond county, occupied a new schoolhouse at the beginning of the year. A neat cottage-roof building, with a quaint little dormer on the front face of the roof, situated on a very

pretty site sloping to the south, it presents a very picturesque appearance. When finished inside and properly furnished, it will rank among the best schoolhouses in the rural sections of the county.

I experience great difficulty in enforcing the necessary caretaking and cleansing of schoolhouses and their accessories. Trustees who would feel anything but flattered if their localities and their schools were not looked upon as of prime importance, consider it quite superfluous to have floors washed oftener than once a year! And as for walls, an annual house-cleaning is an extravagance not to be thought of! In dwellings, it is all right, but in schoolhouses, pooh!!

Year before last I had occasion to call the attention of the Trustees of a village school to the rather plainly visible fact, even to a near-sighted person like the writer, that a presumably indispensable building in connection with their school was overturned and lying on its side. Last summer, on the occasion of my next xisit, the poor little building was still resting in its recumbent position.

Last June, on a rather rainy day, I visited the *schoolhouse* of a certain large section, but I found *no school.* Cause: the water was pouring down through roof and ceiling on the floor, and the room was flooded. Teacher and scholars had been forced to evacuate. And this in a thriving village—a veritable hive of industry! The people must have been too busy to attend to such trifling matters as school business. I, as a matter of course, withheld the vouchers for payment of the Municipal Fund until such time as I should receive assurance that the schoolhouse was properly repaired and measures were taken for regular periodical cleansing. That assurance has not reached me to this day, and that municipal school money remains undrawn.

Such instances of flagrant neglect are, happily, not very common or frequent, but even rare cases may be carried so far as to elicit a special report which may occasion a rude awakening and evoke unpleasant publicity.

The two County Academies, continuing under the same efficient Principals, Mr. Smith, at Port Hood, and Mr. Macdonald, at St. Peter's, both had another very successful year.

The Inverness Academy had 29 students enrolled, being an increase of one over the previous year, distributed as follows:—Grade IX, 22; Grade X, 7, and Grade XI, 3.

The enrolment at the Richmond Academy was 36, two more than the previous year, classified as follows:—Grades IX, X and XI, 8, 19 and 9, respectively.

Other schools deserving special mention would be, in South Inverness, the Hawkesbury High School, under Principal Matheson, now pursuing a science course in Dalhousie College, and those at Port Hood and Mabou, under the painstaking and efficient Sisters of the Congregation of Notre Dame; and in Richmond county, the Arichat High School, Principal Campbell; Acadiaville, Principal Doucet, and River Bourgeois, Principal Ferguson. It will not appear invidious to have mentioned these, when I state that they are about the only ones possessing any equipment to do high school work.

The number of students pursuing the High School Course in each district is here given by grades, in comparison with the figures of the previous year:—

	IX.	X.	XI.	XII.	Total.
Richmond 1906,.....	97	39	15	1	152
" 1905,.....	83	36	11	..	124
South Inverness, 1906..	106	24	12	..	142
" 1905..	90	30	14	..	134

Did space permit, I should like to have written a few lines about the highly successful and inspiring Normal Institute held at North Sydney near the beginning of the year, but the Secretary's report will doubtless supply all needed information.

I have the honor to be, Sir,

Your obedient servant,

M. J. T. MACNEIL.

To A. H. MACKAY, ESQ., LL. D.,
Superintendent of Education.

DIVISION NO. 8.—NORTH INVERNESS AND VICTORIA.

JOHN MACKINNON, *Inspector.*

SIR,—I have the honor to submit the following report of the schools in Division No. 8, comprising the District of North Inverness, and Victoria county, for the year ended July, 1906:—

Of the 70 organized sections in North Inverness, 16 have been without school during the year. Eleven of these are financially unable to support a school, chiefly through depopulation; one, "Ingraham's Brook," is building a school-house to replace that destroyed by fire some years ago, and four sections—"Sight Point," "Ainslie Glen," "Centreville," and "Miller," declined to vote sufficient funds to enable trustees to engage teachers.

Of the eleven weak sections vacant, five are now taking steps to consolidate into two united sections, thus wiping out for the future three very weak sections, viz., "Grantosh," "New Canada," and "Albert."

In Victoria county, out of 63 organized sections, 13 were vacant. Of these, five are financially unable to support schools, three sections are building new school-houses, and five declined to vote the requisite funds to enable trustees to hire teachers at the increased rates now justly demanded.

The teachers of the 64 schools in operation in North Inverness are classified as follows:—A 1, B 5, C 24, D 34. Male teachers, 32; female 32. The enrollment of pupils was 2879, a decrease from the last year of 220, and the aggregate of day's attendance was 283,654, a decrease of 29,000 days from the previous year.

Victoria had 50 schools, with 53 departments open. The teachers classed as follows:—A 1, B 6, C 20, D 26, comprising 17 males, 36 females. The number of pupils enrolled was 1880, an increase of 12 over last year, and the aggregate of attendance of days was 191.548, an increase of 11,456.

New school-houses have been erected during the year in Victoria in the following sections, viz., "South Harbor," in Cape North settlement "Tarbet." "Plaister," "Baddeck Bridge," and "Jubilee." In the consolidated "Forks" section a good site has been secured and active preparations for building have been entered upon. In the midst of this progress in building school-houses, I regret to have to report the destruction by fire of the new schoolhouse at "Plaister" section, in June last evidently the work of incendiaries, and who, notwithstanding that the Government has offered a reward of $200.00 for the discovery of the guilty parties, are still at large.

Minor improvements in renovation of buildings and school equipments have been effected in several sections in both Districts of the Inspectorate.

The quality of the work done in the schoolroom greatly varies,—the trained and conscientious teacher doing excellent work, though often handicapped by inadequate equipment; and the untrained and inexperienced, though in most instances willing, doing poor or indifferent work. A discouraging feature is the too frequent change of teachers, a fault for which the trustees are largely responsible. In Victoria 13 new teachers were engaged, all holding D. or D. Provisional Licenses, and 21 teachers new to the section, making thus a change of teachers in 34 sections, out of a total of 53. In North Inverness, a change of 48 was made out of a total of 64, of whom 12 were newly-licensed.

The new provinces in the West are in ever-increasing numbers drawing away our best teachers, through the superior salaries offered, the vacant places being filled by young and inexperienced teachers, largely girls in their teens, who, as soon as they acquire a little experience, go West.

The trustees of Baddeck Academy have had the wisdom to retain as many members of the teaching staff as could be induced to remain during the past three years, and most satisfactory work has resulted.

It is satisfactory to be able to report that the School Boards in this Division are eagerly desirous of assisting in carrying out the policy of the Council of Public Instruction regarding the consolidation of weak sections. Something in this direction has already been accomplished.

In Victoria, the following sections have been united to contiguous sections, or divided up and incorporated with adjacent ones, viz., "Kimball," "Black Rock," "West Kempt Head," "Point Clear," "Munro's Point," "Black Head," "Rere Baddeck Bay," "East Tarbet," "Meadows," "Upper North River," "Smith Mountain," "Big Baddeck," "East Baddeck," and "Mill Brook."

In North Inverness the following weak sections were wiped out by consolidation with other sections:—"Grantosh," "Outlet," "Forest Glen," "Big Interval," "Macdougall," "Piper's Glen," "Cheticamp Island," "Chapel," "Argyle," "Mount Young."

Notwithstanding the absorption of these 24 weak sections into stronger ones, it is to be regretted that 16 sections in the Division were without school, through financial inability, during the year under review. These sections are, for the most part, sparsely settled, comprising on an average eight to fourteen ratepayers, with from 10 to 15 children of school age. The property assessable for taxation would probably amount to a valuation of about $3,500.00 for the average section. To keep a school in operation for a year, on the most limited scale, would necessitate a tax from the ratepayers of $120.00 to $150.00, a sum utterly beyond the means of these sections. It adds to the difficulty of keeping schools open in such sections, that the localities are isolated, the school-houses cold, and poorly equipped, and often distant from suitable boarding-places. The greater number of our young teachers are girls who are used to a reasonable degree of comfort at their homes. They will not consent to teach for a pittance under such depressing circumstances and privations in backland sections. And why should they? when the West is calling them to more hopeful prospects. The School Boards hesitate to exercise the powers conferred upon them by recent legislation in the case of these weak sections. A very few of these sections only can be united. The distances are too great, and the cost of transportation utterly beyond their means. While present conditions continue, a number of closed schools is inevitable. Much has been said in the Press

on the subject lately, but no specific suggestions dealing with this evil and meeting the difficulty, have been offered. Essentially, it is a questio of money, of better schoolhouses and better equipment, and more libera salaries. Better salaries will speedily bring in better teachers.

In line with increased values in every direction, let the school rate o the Municipal Fund be raised from 35c. to 60c. per capita, and if abilit to pay should be considered in determining the share that each citize should bear in providing for public education, let incorporated town pay the entire salary of their teachers, leaving the total Provincial Gran to support the rural schools.

All of which is respectfully submitted.

Your obedient servant,

J. MacKinnon.

To A. H. MacKay, Esq., LL. D.,
Superintendent of Education.

District No. 9.—PICTOU AND SOUTH COLCHESTER.

E. L. Armstrong, Esq., *Inspector.*

Sir,—I herewith submit my annual report on the schools of Divi ion No. 9, embracing the County of Pictou and the District of Sout Colchester, for the school year ended July 31st, 1906.

The County of Pictou comprises 130 school sections, and the Di trict of South Colchester, 61 sections—a total of 191. Four sectio in Pictou county—College Grant, Upper Toney River, Lower Gree Hill, and Rossfield, were without school for any portion of the year, th first-named on account of divisions and bickerings in the section, th other three chiefly on account of lack of pupils. In South Colchest five sections failed to have school for any part of the year, viz., Spring mont, Green's Creek, Upper Brookfield, Riverside, and Southvale. Wit the exception of the first-named section, all these could, with advantag effect consolidation with adjacent sections; and some of them hav already been cautioned that, unless efficient schools are henceforth mai tained within their borders, the Board of School Commissioners will co sider the advisability of carrying consolidation into effect.

The total number of teachers engaged was 289, of whom 105 we trained in Normal School. The previous year we had 127 teachers wh were graduates of the Normal School. This decrease can be accounte for in the fact that some of our best teachers have gone to the Canadia West, where they are now engaged at salaries much more remunerativ than those paid in their native province.

The classification of the teachers employed was as follows:—

	A	B	C	D	Male.	Female.	Total.
Pictou Co ..: ...	7	36	90	62	23	172	195
South Colchester..	6	29	32	27	9	85	94
Totals.....	13	65	122	89	32	257	289

The number of *new* teachers employed was 53, while the number new *to the section* was 130. The number of teachers continued in the same section as the previous term was 106; a slight increase. It is interesting to note that the teachers whose experience was three years and under numbered considerably more than half of the total number employed.

During the past year there were registered 9784 pupils, being 164 in excess of the previous year. Of this aggregate, Pictou county shows a gain of 185, while a loss of 21 is noted in South Colchester. The total days' attendance made by the 9784 pupils was:—Pictou county, 815,878; South Colchester, 407,306; a total of 1,223,184, being a gain of 94,507 over last year.

There is a continued improvement in the neatness of the schoolrooms of this Division. The usual covering of smoke and dust on wall and ceiling, the accumulation of years, has given place to painted or kalsomined surfaces, rendering the schoolroom pleasant and attractive. The old wooden seats and desks, usually unfit for the purpose for which they were designed, are also dropping out of sight, and are being replaced with modern school furniture. Among such schools may be mentioned those of West Branch River John, Seafoam, Plainfield, and Six Mile Brook.

New school buildings have been erected in Bible Hill and River John. The Bible Hill schoolhouse is situated on a pretty site near the Salmon River. The common school grades are comfortably accommodated in two rooms at present. The high school pupils of this section being within easy reach of Truro Academy, continue to attend that institution as formerly. It is worthy of note that the trustees of Bible Hill, in the construction of their excellent building, had in view the idea of a future consolidation of, at least, two adjacent sections with their own; and the two upper rooms of the building, now unoccupied, are a standing invitation to these sections to join in forming a consolidated school, with all necessary equipment, including a school garden.

River John has also completed and occupied a four-room building, in size and appearance much resembling the Bible Hill school. It occupies a prominent site almost in the centre of that pretty village. One room in the building is unoccupied, as all the pupils in the section are easily accommodated in three rooms. It was formally opened in January last, on which occasion some of the most prominent citizens attended and took part in the proceedings.

During the year two sections in Pictou county—French River and Wentworth Grant—made use of the Double Section scheme, school being held in French River the first half-year, and in Wentworth Grant during the remainder of the term.

The salaries paid teachers in this division show, on the whole, a small increase over the previous term. Competition among teachers is responsible to a considerable extent for the low rate of increase; and there are many teachers, especially of the C and D classes, who are receiving this term much less than the minimum salary recommended in the *Journal of Education* of April, 1903. A large percentage of these teachers are inexperienced, never before having been in charge of a school.

It is a just cause of complaint on the part of teachers, that in nearly all our school sections, urban and rural, so little interest in the welfare of the school is manifested by parents and ratepayers generally. Even trustees, it would seem, are very remiss in their duty in this respect, and take little trouble to familiarize themselves either with the teacher or the work of the school. By a regular system of visitation, trustees might become very helpful to the teacher in his work by suggestions and kindly criticism; and thus encourage and stimulate the discipline and progress of the school. A faithful and careful oversight of the school, as provided in the School Law, would go far towards minimizing the complaining and discontent which exist in school sections at present, and would result in more satisfactory school work.

Last year there were 169 rural, ungraded, schools in session in this division, of which twenty-two received special aid as "poor sections." In some of these school sections consolidation ought to be effected. Steady pressure is being exerted to induce the ratepayers to take action to bring about consolidation, but as yet no practical results have been attained. The burden of keeping up a school in the weaker sections is being felt very keenly, and ratepayers are beginning to turn to the scheme of consolidation as affording a possible solution of the difficulties before them.

In forty-seven rural schools the average attendance did not exceed 10, and in two of these the average was only 3.3 for the term. In such cases there is undeniably a waste of public funds, as well as a waste of energy on the part of the teacher, and a loss of healthy and stimulating rivalry on the part of the pupils. It becomes a pertinent question why the school should not be closed and the children transported to a neighboring section. The only reason which can be given in answer is that the *sentiment* of the section is against the change.

At the high school examinations in the seven stations of this Division 741 candidates, out of 804 applicants, wrote papers. The results were more gratifying than usual, a certain index to the high state of

efficiency attained in our academies and high schools. There were 41 applicants for Grade XII and 136 for Grade XI.

Schools in Mechanic Science were carried on in Truro, New Glasgow, and Pictou; and in Domestic Science in Stellarton, in addition to the three towns above-mentioned. The work in all these schools was very satisfactorily performed.

All of which is respectfully submitted.

Your obedient servant,

E. L. ARMSTRONG.

To A. H. MACKAY, ESQ., LL. D.,
Superintendent of Education.

DIVISION No. 10—CUMBERLAND AND WEST COLCHESTER.

INGLIS C. CRAIG, M. A., *Inspector.*

SIR,—The school year, closing on July 31st last, was one of the most prosperous in the annals of the Division. But 12 sections out of the 210 embraced in it were without schools, five less than last year. There were engaged in the Division 307 teachers—287 as regular teachers and 20 as substitutes. There were 11,460 pupils registered in the schools, against 11,038 last year. Cumberland had an increase of 460; North and West Colchester a decrease of 38. There was a marked improvement in the attendance of pupils. This year the grand total days were 1,382,657; last year, 1,272,756. This is encouraging. One fact, however, gleaned from the summary from which this information is taken is unfortunate, that the supply of male teachers is steadily growing less. One to thirteen is the proportion between the sexes. It is seldom that one meets a male teacher in a rural section now; his services are confined to the towns where only a salary commensurate with an ordinary laborer's may be obtained. The decrease, without doubt, turns solely on the question of stipend. There has been, however, a marked improvement in this direction, except in the one instance, the first-class male teacher's salary, the grade to which the majority of them belong. This table shows the advances:—

CUMBERLAND.

	A.	B.	C.	D.
Males, 1906	$895 88	$539.18	$333.17	None
" 1905	850.75	566.07	320.18	$201.78
Increase	$45.13	.....	$12,99	.....
Decrease	.....	$26.89	.....	.....
Females, 1906	$451.62	$319.55	$244.54	$178.09
" 1905	390 47	309.47	238.13	170.13
Increase	$61.15	$10.08	$6.41	$7.96

The comparison in years is not made in Colchester, as these statistics are divided between Districts 9 and 10, and the county cannot be shown as a unit in this respect. Enough to say that, as far as North and West Colchester go, the returns mark an advance. Library returns were received from the towns of Amherst, Springhill, Parrsboro, Oxford and Pugwash. Commendable zeal has been displayed by the principals in these places in maintaining this part of their educational forces. Springhill has hardly reached the standard set to draw the superior grant, but assurances recently given lead me to hope that in this respect the Commissioners there will not be behind in this essential feature, as they have been so forward in others.

Rural libraries are found in West Brook, Mt. Pleasant, Advocate, Apple River, Great Village, Acadia Mines, Folly Village, and Bass River. All did not qualify for the grant, but efforts have been made that are noteworthy.

Upwards of a hundred reports have been submitted to you on Phenological Observations, the majority of which are reliable, as they are compiled by teachers competent to do the work. All are from rural sections, where their subjects are close at hand. None of the teachers from the towns or larger villages report; certainly there is nothing to preclude. Our towns have not, so far, encroached on Nature's realm, but that one teacher might be selected to report on this phase of their work. Nature study, without doubt, has proven one of the most exhilarating and edifying subjects in the whole course of study, when properly presented. The dullest child never fails to arouse himself when brought into closer fellowship with the order and beauty of things around him.

It is not pleasant to report that the knowledge or interest of too many teachers does not go beyond the point of asking how many parts has a plant or flower, as though it were the be all and the end all of Nature study. There is no disposition for research, no adaptation of the subject to practical ends. and consequently the study falls into disrepute in the countryside. The farmer and lumberman would be gladdened if a lesson on trees would lead to a knowledge of forestry and the saving of forests.

One of the most serious defects in teachers' work is improper supervision of desk work. There is evidence in very many instances to prove that there is no forethought, that the teacher goes to her school room without the merest notion of what is to be done at any particular hour save the round of hearing lessons. This is particularly evidenced in meeting her at the beginning of the morning session. The first order is,—"Scholars, take your readers." Then follow in order all the grades from one to eight, the eighth waiting on all the junior grades

without other employment; the primaries waiting on the senior grades without a scheme of any kind to entertain them during the tedious hour before recess. To keep a country school of so many grades running on an even keel does require good executive ability. Few are competent.

It seems to me that the school session to children between 5 and 10 years of age should not exceed three hours, especially in rooms where there is a large attendance. Confinement in the best rooms, under the most favorable conditions, when they cannot have some personal attention, for five and a half hours a day, is doing them a positive injury—an injury to the race that is beyond the power of anyone to estimate. The air of the ordinary schoolroom is unfit for them. In spite of many protestations, it may be safely said that not ten per cent. of the schoolrooms are proper places of habitation for young children. In the rural schools of this Division it appears to me that it would be a distinct advantage to the very young if the session were three hours long; the other two and a half hours spent in the schoolroom is only so much time taken daily out of their lives. As said before, not one teacher out of fifty has the ability or the facilities at her command to engage them as they should be in a school of many grades and with a multiplicity of classes to handle. Permit me to suggest that trustees of ungraded rural schools be requested to make the session for all children from 5 to 10 years of age three hours a day; that the morning session in summer begin at 9 and end at 10:30; in winter, begin at 10:30 and end at 12. The afternoon session could be arranged to suit local needs.

Nothing since I came to this office has given me more concern than this problem of supervision. My best efforts have been given in assisting teachers to plan a time-table suited to their needs. But I have learned that there is a limit to the teacher's powers and young children's concentration; that it is detrimental to health and educational progress when they are confined in a schoolroom longer than three hours a day under such conditions cited above; that it would be better for them the remaining part of the day to be out in the pure air developing strength in nerve, lung and muscle.

No complaint is more common than that the presence of high school pupils in the miscellaneous school is detrimental to the interests of those in the common school grades; it is often, too, the subject of much wrangling when some trustee arrogates to himself the authority to exclude this class. There is no doubt but that the presence of one or more advanced pupils takes attention from the body of the school, but just how to dispose of these ambitious country boys and girls is the problem.

There is, however, no reason why high school pupils should be allowed to attend in sections lying in the suburbs of towns supporting

Academies and High Schools and receiving special Government grants for doing advanced work. It is, however, in all the suburban sections of this district. A regulation to the effect that no such advanced work can be done in any miscellaneous school within three miles of a superior school receiving extra Government support should be made. It would be to the advantage, in more ways than one, to those who, on the verge of manhood, think that they cannot walk this distance.

Since 1901 the following sections in Cumberland, North and West Colchester, have been effaced from Commissioners' records:—

Millville consolidated with Richmond.
Birch Ridge partitioned between East and West Hansford.
Wallace Bay partitioned between Wallace Bridge and South Wallace Bay.
Two Islands consolidated with Green Hill.
Allen Hill consolidated with Spencer's Island.
Cape D'or consolidated with Advocate.
Lower Wentworth consolidated with Wentworth.
Fox River consolidated with Port Greville.
East Mines section partitioned between East and West Folly Mountain.
Moore's Mills partitioned between Truro Road and Conkey's.
Mt. Pleasant consolidated with Great Village.

During the school year, Lower Wentworth with Wentworth, and Fox River with Port Greville, have consolidated on their own initiative. In the Port Greville section made by this union there is a registration of 250 pupils. For these a new house, something after the style of the house at Advocate, will be erected during the coming year.

The experiment of consolidation at Advocate has succeeded beyond the most sanguine expectations. The first year has been a success, and the next has more in promise. An excellent staff of teachers has been engaged, whose reputation is beginning to attract the attendance of outside sections. To-day there is in Advocate as good a high school as there is in the Division, and this is saying much. Here now the most ambitious ratepayer can obtain for his children a first-class education without making those sacrifices which heretofore were too common. The common schools have also been benefited, due mainly to the better classification of the pupils.

The great obstacle to the adoption of consolidation is the distance to walk and the cost of transportation. Our people have been getting for years their education at a minimum cost, and now, when they have to pay more for school privileges, obstinate unreasonableness seems to possess them. They say, in act, that they would sooner send their children to an inferior school near their doors than to the best school in the land two miles away.

School Garden, Biele Hill Rural School (Looking towards School House).

Unusual interest has been manifested in this part of the province over the discussion on the course of study, as given in the local and provincial press. Public opinion here is very decided in favor of continuing the present policy of adapting the course of study as much as possible to the changing conditions of modern times. Our most intelligent farmers, artisans and merchants would have their children trained in those activities which fit them most directly for their probable life-work, rather than in the narrow traditional curriculum which was intended mainly to prepare for the professions or other literary pursuits, and which is, therefore, unsuited for the 96 per cent. who cannot afford a college course.

What our people want and need most, in an industrial community such as ours, is a thorough study of those subjects which form the best basis for a good technical education and for the practical arts. The course should be so elastic that in the hands of good teachers it may be easily adapted to individual needs and capabilities. Public sentiment here will not permit the prescription of a rigid course or the giving of undue prominence to subjects which, no difference how valuable to a very limited number, have outlived their utility to the great majority now attending our public schools.

There is widespread popular notion that school books are changed oftener than the best interests of the school require. This criticism does not obtain in the change from the Royal to the Nova Scotia Readers. The new series was welcome. Three months after their prescription not an old reader was to be found. The choice certainly is fraught with great results. No other school book has such an influence over the plastic mind of the child. The characters who are devoted to duty, have a passion for truth, love parents and country, are prominent in the pages of the series. They will have the influence of setting the child's whole nature in the right direction. The compilers of the series are to be congratulated on the literary result.

I have the honor to be, Sir,

Your obedient servant,

INGLIS C. CRAIG.

A. H. MACKAY, ESQ., LL. D.,

Superintendent of Education.

DIVISION No. 11—CAPE BRETON.

T. M. PHELAN, M. A., LL. B., *Inspector.*

SIR,—I beg leave to submit the following report on the schools of Inspectorial Division No. 11—the county of Cape Breton—for the term ended July 31st, 1906:—

The total number of school sections in existence during the term was 116, one less than during the preceding term. The reduction was brought about by the union of those sections which now form The Meadows, No. 35. Two hundred and fourteen departments were in operation for at least some part of the year. These were made up as follows:—Sydney, 44; Glace Bay, 37; Sydney Mines, 22; North Sydney, 18; Reserve, 8; Mitchell, 6; Louisburg, 5; Gowrie, 3, and one in each of seventy other sections. There were some increases in number of departments over the year before,—in Sydney, 7; in Glace Bay, 2; in Sydney Mines, 3; in North Sydney, 2, and in Louisburg, 1. Included in the total number of departments are three evening schools, two in Sydney and one in Baleine.

Two hundred and twenty-nine teachers were employed in all. Divided according to license held, they were, A 8, B 44, C 109, D 62, and D provisional 6. The numbers for the year before were, A 12, B 47, C 92, D 58, and D provisional 3. The number of pupils enrolled was 11,289. For 1905 it was 10.903. A comparison of the tables submitted with those of a year ago, will show that there have been corresponding increases in almost every column. In the very important matter of salaries, this rule has held good except in regard to those of C male teachers, where a small decrease in the average is to be seen. This was caused by a larger number than usual of such teachers having secured employment at home, where they were willing to work for a smaller sum than they otherwise would require. I find that school boards are taking juster views of the situation than formerly, and are, in general, able to understand that a young man cannot be got to teach for less than is given a laborer around a coal mine, or a young woman for a smaller allowance than is paid a typewriter, all of whose training, beyond probably the ability to work small questions in addition, to write a tolerably fair hand, and to spell correctly a considerable percentage of the most common words, has been obtained in a three months' course in some business school.

But the salaries offered in some sections are still too small. Especially is this the case in sections remotely situated. Indeed, it would appear that there are many country places to which teachers can hardly be induced to go at all,—certainly not without much greater pecuniary

inducements than the towns and villages hold out. Nor is this at all surprising when it is borne in mind that in many places rural sections, in addition to the ordinary inconveniences to be found in such localities, it is often exceedingly difficult for a teacher to secure a boarding house where the common comforts can be obtained. In one case during the term a teacher, after having completed four months of service, was obliged to leave the place altogether from this cause. How many sections there may be which, for such a reason, do not obtain teachers at all I cannot tell. I hope there are not many. But I fear there are some. In such cases an Inspector's position is rather difficult. One does not wish to urge teachers, particularly strangers, to undergo discomforts which one would not undergo oneself. Thus it seems to me that the recent excellent additions to section 99 of the Education Act may to some extent be stripped of that potency which they are intended to possess.

The number of pupils doing high school work during the term was 510. This is an increase of seven over the year preceding. In very few of the ungraded schools is any work higher than that of the eighth grade attempted. While the absence of high school classes enables teachers to give better attention to the pupils of the lower grades, it has the counterbalancing effect of reducing the number of students who, after leaving school, are willing to become teachers in rural sections. I find that a very small proportion of the high school students of the present day have any notion of teaching, and even among those who have, there are few who would not prefer any other occupation to conducting a country school. It is true that our rural teachers, even if they had plenty of leisure for high school work and ample scientific apparatus, might seldom be able to turn out pupils, who should at once be shining successes in the management of a school. But teachers utterly devoid of experience would be better than none at all. Length of experience in most occupations is a guarantee of ability. But that it always is so in the business of teaching, my limited observation leads me very seriously to doubt. In one important respect beginners enjoy a decided advantage over their more experienced fellow-laborers. They are found, in general, willing to learn and eager to embrace every opportunity of improvement. Too many old teachers, on the other hand, appear to have fallen into a kind of rut, which they are content to follow year after year blindly and thoughtlessly. Suggestions made to them are usually completely disregarded. They have no desire to improve. Thus my opinion is that, in spite of all the objections which may be advanced, it would be a good thing for the sections which find the maintaining of a school so very difficult a matter if the requirements for the study of Physics and Chemistry were so reduced that a larger number of pupils from our country schools might be enabled to obtain teachers' licenses. If the weaker country sections are to have teachers at all, these teachers must be drawn mainly from the rural schoolhouses.

A comparatively small proportion of the teachers in this Division are inexperienced. There were twenty-two such during the term just closed, and eighteen during the term before. It is pleasing to note that the number of trained teachers was so large. Rarely does one find the holder of a Normal School diploma to be a teacher lacking either in energy or in skill. There is a certainty and precision about the work of trained teachers which give the rooms over which they preside a distinguishing air. "Self-confidence is the first requisite to great undertakings." And if our Normal School did nothing more for its pupils than to give them that assurance generally discovered in their work in the classroom, this alone would be a sufficient reason for its existence.

The number of sections in which there was no school during any part of the term under consideration was 38, two more than during the year before. It is regrettable that Cape Breton county, in this respect, occupies so very prominent a position. But the conditions which have obtained here for a number of years are such that a reasonable explanation of this matter can readily be given. This has often been done by my predecessor. A large and steady influx of population from the rural districts to the industrial centres of the county has been going on for some time, possibly for ten years or more. As a result, many communities which formerly were well able to support a school have dwindled to meagre proportions. Nor is there likely soon to be a change. Every year the number of abandoned farms grows greater and greater, and in some places, erstwhile fairly prosperous and populous, few people now remain except those who are past the prime of life and children who are yet unable to provide for themselves the means of subsistence away from home. While one cannot with absolute certainty predict the future of any section, it would probably not be rash to say that there are here fully twenty sections whose ability ever again to maintain a school is exceedingly doubtful. All. or near all, of them might be cut off the list without injury to anybody. Twenty-two did not hold an annual meeting. In scarcely any of these is there any longer a school board, and in many any effort to keep up a school has long since ceased to be made. For a few consolidation may yet accomplish something. Baleine and Little Lorraine were united at the last meeting of the District Board. In the first-named there has been no regular day school for six years. But most of them are debarred from relief of this kind by length of distances, badness of roads, and poverty of the people.

Thirteen of the schools closed last year are now open. Most of these can afford to pay a fair salary nearly every year. The sections—Mira Road, Lakeview, and Lingan Barachois, all of which have been vacant for some years, are likely to have school again soon. In The Meadows and French Road nine schoolhouses were in process of erection at the beginning of the term, and when the buildings were ready for occupation, teachers were not to be had. And there are a few sections vacant

year after year to which, on account of inconvenient situation, teachers cannot be tempted to go, even by offers of liberal salary. However, numerous as are the sections without school, there is some small consolation in the reflection that the children who are absolutely destitute of all educational advantages are not so many as one might at first blush suppose. Some are able to travel at certain seasons to schools in adjoining sections, some are placed with relatives or friends near to schools in operation, and occasionally the people of a settlement too poor to employ a licensed teacher continue to get somebody to give their children a little elementary instruction. One would like to see the opportunity to attend a good school present to every child, but such a happy condition of affairs, so grateful and so desirable, is not easily to be brought about.

The twentieth annual session of the Summer School of Science for the Atlantic Provinces of Canada, was held at North Sydney from the 3rd to the 20th of July. Considering that the time selected for the session was at the beginning of the summer vacation,—a time when few teachers are not very tired of the classroom,—one must consider the enrolment as quite satisfactory. A capable staff of instructors gave lectures on English Literature, Drawing, Photography, Botany, Chemistry, Geology, Physics, Zoology, and Nature Study and Field Work, and the many scientific excursions were in a high degree pleasant and useful.

Touching the Institute for the six eastern counties of the province, held at North Sydney in the early part of the term, it is not necessary that much should be said here, as a full report of the proceedings will no doubt be forwarded in due time. The attendance was large, the exhibition lessons excellent, the conveniences in the way of classrooms, halls, etc., all that could be desired, and the Mayor and Town Council, the members of the School Board, and the citizens of the town generally, did everything possible to make the visit of the attending teachers agreeable and profitable. I take this opportunity to thank yourself, Supervisor McKay, and others, who by their presence and assistance contributed so materially to the success of the Institute. The beneficial effects of the practical demonstrations of teaching given on this occasion, as well as at Hawkesbury the year before, have been often displayed at the times of my inspections of the schools of this Division.

I have the honor to be, Sir,

Your obedient servant,

T. M. PHELAN.

A. H. MACKAY, ESQ., LL. D.,
Superintendent of Education.

APPENDIX C.

SCHOOLS OF THE CITY OF HALIFAX, 1905-6.

1.—REPORT OF THE CHAIRMAN OF SCHOOL COMMISSIONERS.

To A. H. MacKay, B.A., B.Sc., LL.D., F.R.S.C.,
Superintendent of Education, Nova Scotia.

Sir,—At the expiration of my term of office, I deem it well to submit for your approval a short report based upon observations made by me during the past three years, as a member of the School Board of the City of Halifax.

It will be readily admitted that the most essential thing is to have all our children attend school regularly. During the past year the enrolment has been the largest in the history of our schools, but the average attendance has dropped a point from last year. This, I am sure, is to be regretted, as we had confidently hoped to see it rise another point or two. There is no other apparent reason than the negligence on the part of the parents. The weather conditions during the past winter were ideal and we had no epidemic of sickness that would prevent a large attendance. If we desire to get full value for the money we are expending on our schools, by having our children reap the full benefits to be derived from them, some more stringent measures will have to be adopted to enable us to deal with careless and indifferent parents. The Compulsory Law has been a measure of benefit. Our Truant Officer has done his duty well. The teachers likewise have assisted. Yet the fact remains that we are not getting the children to attend as they should. In my opinion, we never shall get them under our present system. It is impossible for one man to do the work laid down for our truant officer. To have the teacher's time taken up in doing truant duty is entirely out of place. Neither am I in favor of having scholars taken from their work to be sent as messengers to find out the cause of absence of delinquent children. This work should be done by other officers. If, in place of one truant officer, we were to have two, or even three, much better work would be done. The city could be divided into three districts, and an officer assigned to each one. His

first duty every day would be to visit each school in his district. In this visit he would obtain the names of all absentees, without exception. He would then visit the homes, find out the cause of absence, and if this were due to negilgence of parents, he would take the child and put him in school. This, no doubt, would mean an additional expenditure, and might look like a harsh way of dealing with the matter; but if we consider the number of boys and girls who are to be seen continually on our streets during school hours, we must conclude that harsh measures will have to be adopted to make these children attend school, not only for their own good, but also for the good of the community in which they live.

While on this subject, there is another point to which I wish to draw attention. During the past year I have been continually besieged by parents asking permission for their boys to leave school, these boys being, as a rule, within a few months of fourteen years of age. With one or two exceptions, I have refused to do so, feeling that the best interests of the children could be served by keeping them at school. Invariably I made enquiries as to their standing at school, and the remarkable thing about it was, that, as a general rule, they were doing only fifth or sixth grade work. These boys would leave school in a state that is a very ill preparation for the struggles of life. I am fully aware, however, that in some instances this is an absolute necessity, and, therefore, I feel that we are not doing our full duty towards our boys. The remedy I should suggest for this state of affairs would be to have fully-equipped night-schools—not merely nominal night-schools, but those really deserving of the name of schools, and adapted to the needs of a young man or boy who finds himself launched upon the sea of life without the education or the technical training which would serve to make him a much more valuable asset, not only to himself, but also to the city in which he is called upon to exercise the rights of citizenship.

The curriculum could be so fixed that a thorough training in the three R's and other necessary subjects, and also some technical work pertaining to the different trades and avocations, would be provided. The expenditure would not be necessarily very large. We have all the necessary requirements, apart from the teachers. These, I think, could be easily procured. If this were done, I believe we would do much to better the conditions of these boys, and would be providing ourselves and our city with men who, by their later lives, would more than repay the money thus spent upon them in their youth.

TEACHERS.

Next to the attendance of our children, comes the subject of our teachers. I think we have many reasons to congratulate ourselves on the efficient staff of teachers now in the employ of the Board. It was

my good fortune to have the pleasure of meeting them all, and I have no hesitation in saying that no more painstaking or hard-working body can be found. All of them are devoted to their work.

There is one point in this connection that I wish to refer to. It would be well for the Board to make a rule to have the teachers of each school hold monthly meetings to deal with matters affecting the school. The maxim that "unity is strength" applies to a school as well as to any organization. Without that consolidation a school cannot accomplish all the good it otherwise could.

In May last, the newly revised pay-sheet came into force. While it is true that some of our teachers have not accepted it as gracefully as they might have done, nevertheless it must be borne in mind that for twenty-five years no revision had been attempted. If the present Board has not gone as far as was expected, credit, at least, must be given them for making an honest effort to recognize the merits of our teachers, After the revision has had a fair trial I think it will be found that the staff has not fared badly.

The Pension Scheme submitted by the last Board and amended by the present one, has had the approval of the Governor-in-Council, and will enable the Board to retire from duty some of our teachers who, by their length of service, are entitled to well merited rest.

SCHOOL BUILDINGS.

In the course of the past year we have had to make extraordinary improvements in the Morris Street school building. For many years the condition of this building has been far from ideal. The school serves a most important district of our city, and the members of the Board felt that temporary repairs would be almost useless; so permanent repairs were decided upon. The basement has been remodeled and new sanitary arrangements have been put in. A system of hot-water heating has been installed and the building has been otherwise renovated and painted throughout, the total cost being twelve thousand two hundred and twenty-seven dollars.

The conditions which existed at St. Patrick's Girls could not be continued any longer. The overcrowded state was such that it was injurious to the teachers and pupils. There were, and are still, no less than four departments outside of the building, and this state of affairs for many reasons was found to be unsatisfactory. The only remedy was a new structure. This course the Board, after mature consideration, decided upon, and after calling for competitive plans, accepted the one prepared by Walter Busch. This plan calls for a brick building, with granite trimmings, containing six class rooms, assembly hall, lavatory,

library, commercial room, teachers' room, and office. Tenders for construction were asked for and the contract was awarded to Messrs. Marshall & Son, for the sum of $32,733. For the installation of heating apparatus, the tender of Longard Bros. was accepted. Taking the cost of land at $2,300, the total expenditure will be about $40,000. I am fully satisfied that when the building is completed the wants of this section will be amply filled, and another beautiful structure will have been added to the many now owned by the Board.

Considerable expenditure for repairs has been made or undergone for other buildings, notably Le Marchant and Albro Street schools, but all are now in fairly good condition. All of the buildings have been cleaned this year, and this leads me to speak of the many complaints which have been made about the color-washing. While this was, on the whole, satisfactory, yet many schools were not fit for occupation on the opening day, or for some days after. This state of things cannot be improved upon, if the rule of cleaning *all* the schools *every* year be adhered to. My suggestion is to have only half of the number of buildings done in one year, and to leave the other half to the following year. In such a way the contractor would have ample time to do the work satisfactorily.

VACATION SCHOOLS.

For some years past the Supervisor, in his annual report, has referred to the necessity of Vacation Schools. Owing, no doubt, to the very large expenditure in connection with our schools, the Board was loath to take up the idea. Last summer, however, the Local Council of Women took the matter in hand and opened the first school of the kind in the city. It met with unqualified success, so much so, that I feel that the matter should be taken up by the Board, so that other sections of the city might be enabled to reap the benefits to be derived from such establishments.

MIDSUMMER VACATION.

The midsummer vacation has been a recent subject of comment both by the press and by many of the parents. Some there are who blame the Council of Public Instruction, while others think that the Board is at fault. For my part, I fail to see what other line of action could be pursued by the Commissioners, and I do think that our action has met with the approval of the majority of the parents. Let us hope that the subject will receive the consideration of the Council of Public Instruction, and that they will be able to so deal with the matter as to meet the wishes of all concerned. We should have the months of July and August free from all school work, and I feel sure that in such case better results would be obtained.

GENERAL MATTERS.

There are several matters which might call for some reference, but the Supervisor's and Secretary's reports have dealt so fully with them that further words from me are unnecessary. There are just two points to which I wish to refer.

The first is the item of expenditure. It will be seen, on referring to the Secretary's report, that the cost of maintenance of our schools for the year ended April 30, 1906, was $132,806.17. This is a very large amount, but I feel confident in saying that every dollar was honestly and judiciously expended, and, in our judgment, for the best interests of our schools.

The other point I wish to speak about is the inadequate facilities for office accommodation. Nowhere will it be found that the officials of the schools are housed in the basement of a school building. This is a matter that should be attended to at once. It must be borne in mind that the business of the Board is on the increase, and we should have an office easy of access to all who have any business to transact with the Commission. Proper facilities should be provided for the filing and keeping of important documents. Our Supervisor should have an office where he could consult with his teachers and others who might have business with him. At present he is very much inconvenienced by the want of adequate office accommodation. I hope the incoming Board will remedy this matter, as it is patent that improvement is needed along these lines.

Before concluding, I wish to express my appreciation of the work done by the Supervisor. No man could have done more to further the best interests of the schools. No one, I believe, could have done as much. He has time and again proved himself to be the right man in the right place. Mr. Wilson, likewise, has done his work faithfully and well. It is, indeed, pleasant to be able to follow in the footsteps of my predecessors, in admiring the manner in which he has performed the arduous duties of his office. The other officials, Mr. Morris, Mr. Anderson and Miss Wilson, have likewise performed the duties of their respective offices with marked zeal.

In conclusion, I desire to thank most heartily the members of the Commission for their faithful adherence to their work, for the honor they conferred in making me Chairman, for their uniform courtesy and kindness, which have helped me to a very large extent in carrying out the work of my office. Our associations have always been of the most pleasant nature, and I trust that the work done by the Commission of 1905-06 will benefit permanently the cause of education in the City of Halifax.

Your obedient servant,

P. J. McManus,

Chairman.

II.—THE SUPERVISOR'S REPORT.

To the Board of School Commissioners for the City of Halifax:

Gentlemen,—I have the honor to submit herewith my report on the Halifax Public Schools for the year ended July 31st, 1906:—

STATISTICAL TABLES.

Conspectus.

Kind of School.	No. of Depts.	No. of Teachers and Class of License.
Academy	9	4, Class A. 3, " B. 1, " C. 1, Unlicensed Assistant, specialist in Drawing
High	3	2, Class A. 1, " B.
Common	142	7, Class A. 66, " B. 66, " C. 3, " D.
Kindergarten	1	1, Class C.
Reformatory	4	3, Class C. 1, Unlicensed Assistant.
Manual Training	3	2, Class B. 1, Specialist in Dom. Sc., Diploma, South Kensington, Eng.
Total	162	

It happens frequently that pupils who take the Academy Entrance Examinations fail to pass, owing to temporary illness or for other reasons, and yet some of these pupils may be better prepared for high school work than others who succeed. In order to save such pupils from discouragement and the loss of a school year, provision was made in Alexandra School by which they might there take up the high school work of the first year.

Pupils belonging to St. Patrick's Boys' School who prefer to prosecute their academic studies there are allowed to do so. That privilege is also extended to boys from College Street, St. Mary's Boys' and Young Street schools. Thus there are four teachers who devote half their time to high school work.

The number of teachers of the various grades in each school is shown in the following table:—

School.	Grade A	Grade B	Grade C.	Grade D.	Unlicensed	Totals.
Academy	4	3	1		1	9
Acadian		1	1	1		3
Africville				1		1
Albro St		6	5			11
Alexandra	1	5	7	1		14
Bloomfield		3	4			7
College St		2	5			7
Compton Avenue	1	7	2			10
Good Shepherd			1			1
Industrial			1			1
LeMarchant St		1	3			4
Manual Training		2			1	3
Maryville		1	1			2
Morris St	1	7	3			11
Orphanage (Prot.)			1			1
Orphanage (R. C.)		2				2
Quinpool Rd		5	1			6
Richmond		2	3			5
St. Joseph's		2	5			7
St Mary's Boys'	1	3	4			8
St. Mary's Girls'	1	4	5			10
St Patrick's Boys'	2	5	5			12
St. Patrick's Girls'	2	6	6			14
St. Patrick's Home			1		1	2
Tower Road		2	2			4
Young St		2	4			6
Totals	13	71	71	3	3	161

Miss Brodie, Grade B, Director of Drawing, apportions her time among the various schools. There were, therefore, 162 teachers engaged in the Halifax public schools. They were all at work throughout the whole year, except one in Albro Street School, one at Richmond, and one at St. Patrick's Boys' school. At the end of April the Primary departments of these schools became greatly overcrowded, so that, until they were relieved by grading at the close of the school year, additional teachers were required.

TABLE I.

ABSTRACT OF TEACHERS' RETURNS OF THE COMMON SCHOOLS, KINDERGARTENS AND REFORMATORIES FOR 1905 AND 1906.

		1905.	1906.	Increase	Decrease.
Male Teachers	A. (Academic)	6	6	.....	.....
	B. (First-class)	6	5	.....	1
	C (Second-class)	3	3	.....	.....
	D. (Third-class)	1	1	.....	.....
Female Teachers	A. (Academic)	3	*1	.....	2
	B (First-class	63	*61	.....	2
	C (Second-class)	64	67	3	.....
	D (Third class)	3	2	.....	1
Totals	Male	16	15	.....	1
	Female	133	131	.....	2
	No of Departments	149	146	.....	3
Having Normal School Diploma		78	81	3	.....
No of teaching days		204	206	2	.....
No. of pupils enrolled		7990	8085	95	.....
No. over 15 years of age		350	261	.....	89
No. under 15 years of age		7640	7824	184	.....
No of Boys		4040	4033	33	.....
No of Girls		3960	4022	62	.....
Grand total days' attendance		1227267	1207878	19389	.....
Average present daily		5880	5928	48	.....
Percentage of attendance		73.6	73.3	.....	.3
No. of pupils daily present with each teacher on an average		39 4	40.	.6	.....
Cost per pupil		$15 02	$15 07	$0 07	.....

*The High School Departments of St. Patrick's Girls' school are omitted here.

This table shows a slight increase in the average number of pupils daily present; but, on account of a somewhat greater increase in the number enrolled, the percentage of attendance has decreased by about three-tenths of one per cent.

II

ABSTRACT OF HIGH SCHOOL GRADES.

	1905.	1906.	Increase.	Decrease.
County Academy :				
Grade D	117	146	29	.....
" C	125	132	7	.....
" B	83	114	31	.....
Total	325	392	67	.....
High Schools :				
Grade D	103	111	8	.....
" C	29	39	10	.....
" B	16	16	.....	.....
Total	148	166	18	.....
Academy—Cost per pupil	$33 22	$27 83	.....	$5 39
High Schools—Cost per pupil	27 05	26 00	.....	1 05

The increase (about 18 per cent.) in the number of pupils doing high school work is very satisfactory.

HIGH SCHOOLS.

TABLE IV.—ACADEMY.

PROVINCIAL EXAMINATION RESULTS.

	1905				1906.			
GRADE.	No. Enrolled.	No applied for Examination.	Obtained Grade applied for	Obtained some Grade	No. Enrolled.	No. applied for Examination.	Obtained Grade applied for.	Obtained some Grade
D	117	86	82	82	146	93	83	83
C	125	81	71	80	132	84	80	83
B	83	53	45	53	114	67	62	67
Total.	325	220	198	215	392	244	225	233

	1905.	1906
Per cent. applying for examination.....	67	62
" of B's obtaining grade applied for.....	85	92
" " C's " "	87	95
" " D's " "	95	90
" " all candidates obtaining grade applied for....	90	92
" " enrolled pupils " "	60	57

TABLE V.

ST PATRICK'S GIRLS' HIGH SCHOOL.

Provincial Examination Results.

	1905				1906			
GRADE	No Enrolled.	No applied for Examination.	Obtained Grade applied for.	Obtained some Grade.	No Enrolled	No applied for Examination.	Obtained Grade sought.	Obtained some Grade.
D	58	29	15	18	51	30	13	13
C	29	16	12	13	30	23	20	23
B	16	12	11	12	16	13	13	13
Total .	103	57	38	46	97	66	46	49

	1905	1906.
Per cent. applying for examination	50	68
" of B's obtaining grade applied for	91	100
" " C's " "	75	87
" " D's " "	51	43
" " all candidates obtaining grade applied for....	66	70
" " enrolled pupils " " - ...	36	47

Of the 558 pupils engaged in high school work, there were about 214 who did not go up for the Provincial Examination. Of these, a considerable number left school before the end of the year, some because they could not afford to stay, and others, because the studies did not meet their needs, awaken their intellectual interests, or sufficiently appeal to their motor activities. A few were either indifferent about the examination or not prepared for it,—preferring to take the year over again for the sake of thoroughness—often the wiser course.

Of the 334 who were examined, very nearly all succeeded. It will be noticed that, of all the candidates for Grade B in St. Patrick's Girls' High School, not one failed; of 67 for B from the Academy, only five failed, and of the 84 for C, only four failed. If such examinations are a good test of good teaching, it is evident that these schools are superior, for such results could not be secured without thorough drill by the teachers and the hearty co-operation of the pupils.

The desire to pass examinations successfully may not be the highest motive that should stimulate to good work, but it is a significant fact that industry, good order, morality, genuine interest, and all other school virtues, are found to a greater extent in those schools stimulated by the competitive spirit engendered by these examinations. Rivalry is the whetstone of talent, although there are some drawbacks when it is used injudiciously. Striving to make good marks at examinations is the parent of many school virtues—the beginning of many valuable habits. Certain it is that the poorest schools in the Province are those in which the desire to excel has not a prominent place, and in which the teachers are fond of proclaiming that they are working for something higher than good examination results. The higher motives require time to make them a dominating influence in determining the conduct of children.

ACADEMY OVERCROWDED.

The number enrolled in Grade D was 146, or an average of 73 to each class; Grade C, 132, average in each class 66; Grade B, 114, average in each class 57. These numbers are unreasonably large; the teachers are overworked and the pupils are without that individual attention necessary for the best development of character.

I would recommend that, next year, more of the Grade D work be transferred to the common schools, and that, as soon as convenient, the work of the Academy be restricted to Grades C and B. Even then, the Academy would have 240 pupils—a larger number than that allowed in high schools in any other country.

The inconvenience of the large attendance is at present felt chiefly in the overcrowding of classrooms lacking proper means of ventilation, in the meagre provision for the teaching of the natural sciences and drawing, and in the excessive amount of home work required of teachers in correcting exercises. For practical work in the laboratory, there should be no more than 20 or 24 pupils in a class. This would mean about fifteen classes. Each pupil should spend at least two periods a week in the laboratory; so that, this alone would require one teacher's whole attention, not to speak of the additional time required in the preparation of experiments and in clearing up afterwards.

In the circumstances, it is somewhat remarkable that such good results are secured. The same remarks would apply to the work in Drawing, a subject to which much more attention should be given. It is of fundamental importance in the development of technical education, and an element that should not be neglected in general culture. The pupil's success in adapting himself to conditions and his power to change conditions to suit his needs, depends very much upon his ability in expressing ideas, and drawing is one of the most effective means to this end.

IS THE STANDARD OF SCHOOL WORK DECLINING?

In order to obtain a Grade B certificate, the student must pass an examination in English, History and Geography, Science and Mathematics. He may also select one or more of four foreign languages. He is required to write a minimum of eight examination papers, for each of which he is allowed one hour, or he may write fourteen papers. He passes if he makes an aggregate of 400 points, with no papers below 25. The average number of points made by each of our students who secured certificates was 572. There were 68 students who made over 600 points, and 18 who made over 700.

Whether we compare these examination results with those obtained in other high schools, or compare with our own their pupils, who occasionally come to us, we have every reason to be well pleased with the work of our high schools.

Yet we sometimes hear it said that our pupils are lamentably defective in the ability to write good English, to spell correctly, or to perform the simplest operations in arithmetic readily and accurately,—at least, that they cannot do these things nearly as well as pupils of the same age forty or fifty years ago. These defects are said to be caused by the overcrowding of the course of study.

Both the statement and the explanation are incorrect.

In view of the undisputed facts that we have much better schoolhouses, better textbooks and school apparatus, a much larger proportion of well-educated teachers, and some scientific knowledge of child nature, and, therefore, of improved methods of teaching, it would seem reasonable to conclude that the results of educational work nowadays must be better than in former times.

Before the introduction of the Free School System, when parents were required to pay so much a quarter for tuition, only those, as a rule, who showed an aptitude for learning were sent to school, and the parents, who had to pay fees, were careful to get their money's worth. But now, that nothing is saved by keeping children from school, and that labor-saving devices of modern science have made their assistance

at home less necessary, parents send them, in many cases, with small appreciation of the value of what costs them directly so little.

In Halifax, where the Compulsory Attendance Act is now so well enforced, and all the children are required to attend, we find the schools crowded. Slow and dull pupils, such as in former times would have been sent to work, are now found in large numbers in the same classes as pupils five or six years their juniors.

In spite of all these elements tending to lower the average of our work, we find that it is much higher than that of the old-time schools, and that our best pupils are two or three grades in advance of those of the same age fifty years ago.

These facts were, of course, well known to every educationist, but they were difficult of direct proof. Fortunately, a set of examination questions and answers in spelling and arithmetic for the year 1846, from an excellent high school in Springfield, was discovered recently. I gave the same questions to a corresponding class, Grade D, in our Academy, and to Grade VIII in Albro Street School, with the following results:—

	Springfield. 1846	Halifax Acad. 1906	Albro St. School 1906
No. of pupils	85	63	31
Spelling, per cent. correct	40.6	73.3	49.8
Arithmetic, per cent correct	29.4	69.4	47.9

It will be seen that the work of our pupils in the Academy is more than fifty per cent. better than the work of the corresponding grade in Springfield in 1846, and that the pupils in Albro Street School are also much in advance, especially in arithmetic. No test could be fairer or more conclusive. The same test was applied in hundreds of schools in the United States, and always with the same result, so that it practically proves that the schools of our fathers and grandfathers, with their narrow programme and long school days, did not produce as good spellers and cipherers as the present-day schools, with their shorter sessions, but fuller and more interesting courses of study.

Principal Riley, of Springfield, who first made these tests, says that they "clearly established the superiority of the modern school in the common branches, spelling and arithmetic. Children are receiving not only much solider and more sensible and skilful instruction in the three R's, but their lives are broadened and enriched as never before." So far as I know, these conclusions are corroborated by all educationists who are able from personal experience to compare the present with the past of fifty years ago.

There must, however, be some explanation of the existence of the opposite opinion. It is a well-known tendency for the majority, beyond the prime of life, to yearn after what is gone and to lose themselves in dreaming of the past, when in joyous youth, everything seemed colored with roseate hues. A blind tradition always placed the golden age in the past rather than in the future. Unless we teach our children to interpret life more correctly than some of their fathers are doing, those now in our schools will, fifty years hence, be telling how much better the schools of to-day were than those that will then exist,—how much simpler the curriculum, how much better the writing and composition.

"We must not forget that distance lends enchantment to the view, and fortunately, perhaps, we never weary of recounting the virtues of the system that begat us. But when an unbiassed man, trained in historical method, looks over the past and compares it with the work of to-day, bounded in a measure on more vital principles, the times past do not seem glorified." *Prof. O'Shea.*

Another cause of the unfair criticism of our work is that it is judged by the poorer specimens. A large number of our best students either go to college or become teachers, and their work is not seen by these critics. The applicants for positions in offices are often those who have not done the best school work, to whom it is distasteful, and who wish to escape it by going to work, or those who cannot afford to stay longer in school. A boy, having influential friends, is often indulged, and, therefore, a poor scholar. When influence secures him a position in a bank, and he proves to be a poor penman, the school has to bear the blame.

OVER-PRESSURE IN SCHOOL?

Over-pressure is another charge made against the Academy. It is urged that the curriculum is overloaded with subjects and that the standard is too high, even for the brightest pupils. A doleful picture is drawn of the results,—body and mind-destroying competition, smattering, slovenly habits of study, superficiality, and even distractibility.

Is the standard too high? Anyone seeing and knowing the candidates, and being capable of judging, would not think so. Only a very small percentage of all those from our high schools who tried the examination failed to pass successfully. On the average, they were 172 points above the pass mark. There were several who made more than double the points required. A young lady at Stellarton, on her fifteenth birthday, made 1,076 points on Grade B papers,—676 points above the pass mark. Surely the standard is too low, and should be raised.

Are there too many subjects? Social requirements and a public demand made necessary the introduction of the new subjects and the retention of the old. As civilization advances, society becomes more

complex, and so must the curriculum that prepares for it. We may, therefore, expect still further additions.

Variety is as necessary, as wholesome, as economical here as in dietetics. Both the needs of our civilization and the nature of the pupil who is to be fitted to it, require this variety. A meagre curriculum leads to monotony, which weakens interest, if it does not lead to mental collapse. The claim is made that a narrow curriculum leads to thoroughness in a few subjects; but it is a thoroughness which is useful for adults who are using such subjects to make a living, but for children, unnatural and a waste of energy. For them the thoroughness needed is a clearness of sense perceptions, a clear view of the outlines of many subjects, as much as possible in some of their relations to each other, a view which each succeeding year becomes clearer and fuller. When the various subjects are thus correlated by the skilful teacher, there is much economy of energy and a much better organized system of knowledge as the one subject re-enforces and gives a fuller meaning to the other. "The pupil of the Prussian Gymnasium never carries less than nine, and sometimes ten, subjects during a course of nine years. Of the fourteen prescribed subjects, twelve never receive more than three hours a week, and most of them only two."—*Prof. C. E. Rowe.*

Then, whence this cry of over-pressure? The occasion for it arises chiefly from the ambition or injudiciousness of parents. I have inquired into various cases of this kind, and almost invariably found that, no difference how immature, ill-prepared or physically unfit the children might be, their parents valued the provincial certificate more than they valued a sound education suited to the conditions. Or, perhaps, exhaustive social pleasures, or home duties, unfitted the child for school work, and then the curriculum received the blame for the collapse which sometimes followed.

I find that the great majority of the pupils spend less than two hours a day at home study. A very few claim to spend four hours. In school the pupil is engaged at hard thinking for less than two hours a day. The most of his time is spent as a passive listener, while other pupils are answering questions, or in the opening exercises, or changing classes, or enjoying recess, collecting exercises, etc. It is evident, then, that the curriculum imposes no strenuous mental exertion, injurious to physical or mental health, but on the contrary affords a healthy stimulus, recognized by all well-informed persons as being conducive to physical vigor and long life.

SCHOOL WORK AND MENTAL FATIGUE.

(B. Sachs, M. D., New York. Am. Neur. Assoc., June, 1906.)

Popular magazines print articles with the evident purpose of stirring up the public and of showing what a baneful influence the school exercises. The cry is raised that we are overtaxing the child, cramming him full of knowledge, to the detriment of his God-given qualities, are retarding his intellectual development instead of furthering it, and are making pitiable creatures of what might otherwise have been the pride of creation.

I leave it with you to agree with or combat the conclusions which I have reached, based upon an experience of twenty-one years and upon thousands of cases of nervous disease in hospital and in private practice. I have not seen a single instance of serious injury done to the child's mental development by any influence which the school as such could have exerted.

I have made it a point to confer with a number of teachers and educators, and have asked them whether they have noticed the easy mental fatigue of children, and whether they could understand the opposition to school work which seems to be widespread and unwarranted. The prevalent opinion among those best able to judge, is that no such strain is noticeable among the normal pupils of a school. . . . We cannot with a clear conscience, charge the school or the teacher with any responsibility for the production of mental fatigue, if such exists. . . . I have insisted that a child be withdrawn from school because the child was unfit for school, but the school did not unfit it. Many a time I have advised that a child be withdrawn from school because the strain of work and the rivalry with others was too great for its mental make-up. But such deficiencies are inherent in the child itself, and are not to be laid at the door of school methods. Among the causes responsible for the functional neuroses of childhood are the restless spirit of the American home, the example set by the parents that everything must be done, not well nor even half well, but at least hurriedly. . . . Children are forced early in life to be up and doing in order to get into and to remain in the social swim. . . . It is the school alone which in our American life exerts that slight restraining and quieting influence which our children need above all else.

Dr. Walton said he was thoroughly in accord with all the propositions of Dr. Sachs. He did not remember a case of nervous breakdown really attributable to any tax imposed upon the child's vitality by school requirements.

Dr. F. X. Dercum was entirely in accord with Dr. Sachs. Dr. Knapp said that he must agree with Dr. Sachs absolutely and entirely. In only a few instances could he satisfy himself, after the most thorough investigation, that overwork in the schools was one cause or even a contributing cause of nervous diseases.

Dr. Sachs. It has been clearly brought out during this discussion that many of the conditions which are now thought to be due to overwork amongst school children are not due to overwork in the school, and that the teachers may rest assured that they need not pay any heed to the hue and cry which is so prevalent.

From the programme of studies laid down in our school regulations, every School Board, with the help of the teacher makes its own curriculum. Where the teacher understands the local conditions, child nature, and how to adapt them to each other, the programme of studies gives no trouble and is scarcely needed.

But the inexperienced teacher who treats all the topics under every subject as being of equal importance, or who does not group related topics from different subjects, and thus save time and energy, will be very likely to have pupils suffering from over-pressure, for they will be required to memorize lists of unimportant capes, dates, etc., or to study topics that could be omitted with great advantage.

For such teachers the course of study needs to be greatly amplified, so that the comparatively useless topics of every subject may be omitted, and the remaining ones given fully, and with their relative value indicated. The important topics would then receive the attention of every pupil and the subordinate ones would be taken up by each pupil according to his ability.

On this point Dr. Payne has the following pertinent remarks: "There is no hope of relieving the overcrowded curriculum by omitting subjects. Whatever relief is to be had must come from such an organization of topics under these large subjects as will omit the irrelevant. . . . If it is generally agreed that omission of topics is necessary, and that one method of selection and omission is by the organic grouping of many of these detailed topics under a few large ones, relief of the present overcrowding can be accomplished."

Before closing my remarks about the course of study in its relation to our high school work, I may be allowed to refer again to the defects in our science teaching. Laboratory work in chemistry by the pupils is reduced to one-half of what it should be, while for physics and physiology there is none.

A good knowledge of elementary physics is necessary for the study of chemistry, physiology, physiography and manual training. This alone would, therefore, be a sufficient reason for providing a good laboratory course in physics for every pupil who wishes to take it. Of the natural sciences, it came historically first, and is fundamental, forming the basis for the cultivation of sound judgment, clear thinking, increasing our efficiency and happiness by enabling us to utilize and understand the great forces of nature around us.

The overcrowding of the Academy has also interfered seriously with the study of physiology and hygiene. Where we should have experiments and microscopic investigation, we have little more than the lifeless memorizing of facts. In "Education and the Larger Life" we are told that, "from a human point of view, physiology is the most important of all the scientific studies. It ought to rest upon a thorough elementary knowledge of physics and chemistry, in order that it may be practical and significant." This view is fully corroborated by John Stuart Mill:—"Physiology is the most serviceable of the sciences, because it is the nearest. Those who aim at high intellectual achievements may be assured that no part of their time will be less wasted than that which they employ in becoming familiar with the methods and with the main conceptions of the science and organization of life."

Better opportunities, then, for more laboratory work in our high schools is important because of the intrinsic value of the knowledge gained and because of the training in accurate observation, and in the best methods of arriving at truth and accepting it loyally, in spite of prejudices. But there is additional reason, equally strong, for more attention to laboratory work. It affords an important kind of motor activity most appropriate at the high school period of development, when dynamic experiences with natural phenomena make their most vivid and lasting impressions on the high school pupil, when the prob-

lems which he is interested to solve deal largely with things, and when he is animated by an eager curiosity concerning the whys and wherefores of the physical world about him.

As ninety-five per cent. of the high school pupils never go to college, they must receive this most important training in the high school, or not at all. Those who go to college will be, in another stage of development, interested in social and economic matters. It will then be too late for them to take a laboratory course to the best advantage, except that college laboratory work of the right sort is a necessity to those who specialize in science.

ACADEMY LIBRARY.

Mr. J. W. Logan submits a brief report on the Academy Library for the school year ended July, 1906, as follows:—

"The number using the Library during the term was 208. This number is made up of teachers, students, and occasionally a former student. The total number of books taken out was 987. The Librarian wishes to take this opportunity of thanking Messrs. A. & W. MacKinlay for a donation to the Library, consisting of five publishers' specimens of school books, quite a number of which we have been able to turn to good account.

The following is a statement of the receipts and expenditures:—

Received from Messrs. A. & W. MacKinlay editor's royalty on sale of Grant's Life of Howe.....		$21 18
Expended for stationery, printing and other Library expenses	$6 90	
Expended for books	9 68	
	——	16 58
Balance on hand		$ 4 60

It will be seen from the report of the Librarian that the number of books taken out of the Library last year was only 987—a falling off from the year before of 203, notwithstanding the greatly increased attendance of pupils in the Academy. Less than an average of three books per pupil for the year! The Library might be, and should be, the most valuable adjunct of the school. In a well selected library pupils would find books that would greatly increase their interest in every subject of study—biography, history and mythology, geography, natural history and science, composition and literature. The pupil who looks at a subject only through his text-books has a narrow view, which soon disappears after he leaves school. But the pupil who, in school, forms the habit of utilizing books to obtain clearer and broader views of his subject may be expected, according to his opportunities, to con-

tinue his studies in after life. He will be always a student in the true university of modern times.

To teach a child to read is a doubtful good, if we neglect to teach him what to read and where to find it. We lay the true foundation for culture and add enormously to his happiness and to his chances for continued progress if we cultivate in him a taste for only the best literature.

The homes of the pupils would also be greatly benefited, for many of the books would be read by other members of the family, and they would be led to take greater interest in the school, and to assist in its work.

It is evident, then, that we should do all that we can to encourage the growth and proper use of the small libraries to be found in most of our schools. Funds might be secured from school concerts, voluntary contributions, or otherwise.

Books relating specially to the various school studies, suited to the various periods of child development, and books of general literature, should be carefully selected by experts. All the teachers of the school should be familiar with all the books in the library relating to their subjects, and should get their pupils to make very frequent use of them, by requiring them to read on topics relating to the school work, and to report in writing.

In some schools there is a hopeful beginning, but only a beginning. Mr. Logan, at very considerable personal sacrifice, has secured for the Academy over 1,300 volumes of the best general literature adapted to the needs and interests of the pupils. To these should be added 200 or 300 volumes, books of reference and others bearing more directly on the studies of the pupils. If, then, instead of devoting their attention almost exclusively to their textbooks, in order merely to pass examinations as soon as possible, the pupils were induced and assisted by the teachers to utilize side lights from the Library, they would have a somewhat broader education, and would form a habit of very great and permanent value.

I may here refer to the Library at Quinpool Road School, to which Mr. R. I. Hart contributed so very liberally. The teachers have made the best possible use of it in supplementing their school work. It has been a valuable stimulus to many pupils, and has distinctly elevated the tone of all the school work, and drawn to it the sympathy of the homes.

I expect that the current year will show an awakening of the same kind in Bloomfield School.

It would be well, hereafter, to have a Library report from every school, similar to the reports sent in by Mr. Logan for the last two years.

ACADEMY CADET CORPS.

The Academy Cadet Corps organized in 1896 was directly under the supervision of Principal Kennedy until last year. Now it is managed by the Vice-Principal, Mr. Morton, assisted by Mr. Logan, and sometimes by Principals O'Hearn, and Butler. It is expected that all the Halifax county boys attending the Academy and High School shall belong to the Cadet Corps and take the regular course of military drill. The physicial exercise involved and the habits of order and discipline acquired cannot fail to have a distinct educational value. The Corps presents a very creditable and imposing appearance on parade.

Mr. Morton reports for the year ending July, 1906, as follows:—

"Military instruction, hitherto given only to the boys of the County Academy, has been extended to the advanced departments of St. Patrick's, Alexandra and Bloomfield Street schools. Of the four companies organized, three belong to the Academy, and have a strength of one hundred and thirty-eight, and the fourth includes the boys of the other schools, and numbers forty-one. The boys elect their own officers, the captains at the present time being Masters Hugh Bell, Ferguson Little, and Hedley Williston, of the Academy, and William Carrol, of St. Patrick's School. Each cadet puts in twenty-four drills, attendance at which being required of all residing in Halifax county, except those excused on account of physical disability. The corps receives instruction from Sergeant-Major Lockhart, and is under the supervision of several of the teachers. At the end of last term it was inspected by Col. J. D. Irving, of the Militia Department, and the Cadet Committee of the Board. All the gentlemen expressed their pleasure at the efficiency of the various companies. In September, the annual target practice on the Bedford range took place, free ammunition and transport being provided by the Canadian Government. Three prizes were offered for competition in shooting, namely, a rifle, by the Small Arms Co., of Birmingham, England; a silver medal, by Instructor Lockhart, and a silver cup, by Major H. L. Chipman, a former chairman of the School Board. These prizes were won by Cadets John Messervey, Stanley Chisholm and Harry Grant, who, of a possible 80 points, made scores of 77, 76 and 75, respectively.

Owing to the large increase in the number enjoying military drill, the clothing on hand has been inadequate to provide uniforms for all. Arrangements, however, have been made whereby it is hoped that in a short time every cadet will be uniformed. This will tend to increase the interest of the boys and the efficiency of the corps."

PRIZES.

Several years ago it was the custom for the School Board to give prizes and diplomas to the most successful pupils in every school department. Only the brighter pupils, most of whom needed no stimulus,

competed,—sometimes so keenly that they suffered in health. The successful ones, not always the most worthy, were perhaps unduly elated, while those who failed were often filled with envious and bitter feelings. The higher motives, those which should be utilized as much as possible to keep the pupils up to their best work.were ignored in proportion to the keenness of the competition, and the moral training of the pupils was not helped.

Pupils who had no hope of winning, either took no interest, or they were discouraged. The School Board, accordingly, discontinued the giving of prizes. It was thought well, however, to permit the giving of a few medals or special prizes, particularly in the high schools, in recognition of the work of the class as a whole, or for the purpose of arousing public interest, or of stimulating the study of some particular subject.

Formerly we had public examinations in the high schools, similar to those in the other schools, but as the provincial examinations took their place, and, to some extent, served the same purpose, it was thought best not to disturb the regular routine of school work at a critical period, but rather to make a formal announcement of the results of the year's work at a later date, as a stimulus to the new pupils. This custom has been followed for many years in the Academy and St. Patrick's Girls' High School.

As the pupils' provincial examination papers are read during the summer holidays, the results cannot be announced until after schools re-open. The day selected for this purpose might appropriately be called Announcement Day, instead of Closing Day or Commencement Day,—the unsuitable terms now used.

Last year its use was extended, and through the active interest of ex-Chairman McManus and Principal O'Hearn Announcement Day was observed very successfully in St. Patrick's Boys' School. From concerts and friends they secured sufficient funds to purchase for the school an excellent piano, which was used on this occasion. The attendance of parents was large, and there were exceptionally good addresses from the late Archbishop O'Brien, W. Roche, M. P., M. Keefe, M. P. P., Rev. Father McManus, J. C. O'Mullin, and Comr. Barnstead.

COMMON SCHOOLS.

The usual high standard of work throughout the schools was well sustained during the past year. The teachers seemed to be more hopeful and energetic than ever before, probably on account of the action of the School Board with regard to salaries and pensions.

There appears to be a gradual improvement from year to year in the conduct of the pupils, judging from the lessening number of cases requiring severe discipline, and the almost entire disappearance of corporal punishment in some departments.

Acadian School.—The pupils of this school present a very great variety of physical, mental and moral types. Miss Mitchell, the new

teacher in the primary department, is well endowed with the tact, sym pathy and interest required in the circumstances.

Africville School.—Mr. Jemmott has worked steadily and faithfull in a very trying position. The results are all that could reasonably b expected. In singing, the pupils are surprisingly good.

Albro Street School.—Work, for the most part, very satisfactor Frequent changes of teachers in the second department interfered ve seriously with the progress of the pupils. The school building is qui out of date. Eight of the rooms are very small, over crowded, an heated by stoves uncomfortably near the pupils. A complete remode ling of the whole building is a pressing necessity.

Bloomfield School.—At the close of the year this school was reo ganized for the purpose of introducing high school work. It was opene in 1887 with three departments and less than 200 pupils. Under th wise and tactful management of Miss A. McGregor the school grew until now there are 427 pupils and eight departments.

College Street School.—Here we find in all the grades good work i the ordinary school subjects. In all matters requiring correct æsthet appreciation this school excels. In the Empire Day recitations and oth such exercises, in decorating their classrooms tastefully, in the grac ful movements, and in elocution, as well as in other subjects, the pupi perform admirably.

Morris Street School.—It will be noticed that although the numb of pupils enrolled in this school has decreased by 48, yet the avera per teacher was over 52. The school work was very satisfactory, t percentage of the pupils passing into high school grades being mu larger than from any other school.

The teachers recently appointed in this school have been very su cessful.

At a cost of over $12,000, the building has been modernized a made almost as good as new. More light was admitted to the baseme and stairways, and sanitary conditions were improved, and a system hot-water heating was introduced. Unfortunately, it did not seem po sible to provide for an assembly hall.

St. Patrick's Girls' School.—There never was a time in the histo of the school when all the teachers were better qualified or the pup more thoroughly devoted to their work and to the school.

COMPULSORY ATTENDANCE.

Some interesting facts regarding the attendance of pupils may learned from the Report of the Truant Officer to the Board, herewi submitted:—

I respectfully submit the following report of my work as Trua Officer for the year ended July 31st, 1906:—

During the months of June, July and August I made an enumeration of all children in the city between the ages of six and sixteen.

During the year a great many children were reported for irregular attendance. Some parents seem to regard school attendance very lightly, and considerable pressure had to be used in such cases.

Many truants were also reported during the year, and a number had to be sent to the Industrial School, and St. Patrick's Home. When one compares the number of children attending school and the number of children reported for truancy, with the small number sent to the reformatories, I think the comparison shows clearly the value of the Truancy Act, if effectively carried out.

I find many children absent from school for the want of boots and clothing. Through the kindness of Mr. J. C.MacIntosh, fifty pairs of boots were put at my disposal, which helped in many needy cases.

During the year I visited a number of factories and stores where children are employed, and found the Act respecting the employment of children under age violated in several cases. The employers were notified, and the children returned to school again.

You will also find tabulated in this report the number of children reported during the year and the number of boys summoned before the magistrate, also the number of parents notified to appear before your Executive Committee.

In conclusion, I desire to return my sincere thanks to the Supervisor and Secretary for the assistance given me in discharge of my duties.

Respectfully submitted,

R. J. ANDERSON,
Truant Officer.

HALIFAX, 20th November, 1906.

	Children Reported for Truancy.	Children Reported for Irregular Attendance.	Cautionary Notices for Truancy.	Cautionary Notices for Irregular Attendance.	Notices to Principals for Second Report.	Second Report for Irregular Attendance.	Parents before Executive Committee.	Parents before Magistrate.	Parents Fined.	Children Summoned before Magistrate.	Sent to Industrial School.	Sent to St. Patrick's Home.	Children on Probation.	Children found on street and returned to School.	Number of Children taken at Emuneration.
September..	52	60	10	26	19	....	..	....	....	....	1	1	.	22	7946
October	40	68	13	70	33	11	....	....	....	....	..	..	....	21	....
November..	27	70	7	70	70	13	....	....	....	9	4	3	. .	12	...
December .	12	33	7	49	36	3	20	2	2	3	....	....	.. .	7	....
January....	16	38	2	33	70	10	10	1	1	....	..	....	....	..	....
February ...	17	43	18	51	39	6	..	....	....	10	....	4	....	4	....
March	17	42	1	33	39	10	13	1	....	3	1	...	..	7	....
April	19	45	15	43	51	9	7	. .	....	4	..	....	....	7	....
May	29	33	3	42	46	8	7	..	....	2	3	3	....	8	....
June.....	9	17	....	....	....	7	....	...	....	....	....	....	11	2	....
	238	449	76	417	403	77	57	4	3	31	9	11	11	90	7946

NATURE STUDY.

For several years many of our teachers have been devoting some tim every week to what they called Nature Lessons. For the most par these lessons consisted merely of a memory drill on uninteresting fac not intentionally related to any other study,—serving merely as poo exercises in English.

When teaching comes to be properly understood, Nature Study wi be the fundamental work of the elementary school,—cultivating th observing powers, storing the mind with clear preceptions—the basis clear thinking, and giving a command of environment that will lead efficiency. Every other subject in the curriculum will be vitalized b being brought into connection with Nature Study. Emerson tells that, "the best part of a boy's education is that which he gets to ar from school." This explains the superiority of country students, spite of all their supposed disadvantages.

In many of our city schools materials for the most profitable ar interesting forms for Nature Study are not easily obtained. This fac to some extent, accounts for the poor work in this subject.

The ladies of the Woman's National Council, with the fine intuitio so marked in many of the gentler sex, saw our difficulties, and soo devised a partial remedy. They proposed that the pupils should b induced to cultivate flowers in their home gardens and study their li habits while interested in securing, in competition, the best resul possible—thus combining doing and thinking, things which, unfort nately, are usually too much separated in education. Among the benefi secured would be the cultivation of an artistic sense and an improv ment in the home surroundings of hundreds of families. The carryin out of the scheme was mainly directed by Miss Mary Ritchie, who, a her life, had been enthusiastically devoted to the cultivation of plant At a nominal cost to the pupils, she distributed to them in the Sprin over 3,000 packages of flower seeds, and in the Fall presented abou fifty prizes to those who had been most successful in growing the fine flowers. It can be readily seen what a valuable stimulus this moveme must have given to Nature Study in its best form. Both teachers ar pupils were greatly helped and interested, and still better results ma be expected if the good work is continued in the future.

Last year our school gardens received much more attention tha formerly. Those of Quinpool Road, St. Joseph's, and Richmon schools were particularly good.

In many schools, such as St. Mary's and St. Patrick's, beautifu house plants are grown for decorative purposes, and sometimes to serv as object lessons in the study of germination and plant growth.

The prime difficulty in giving Nature Study its proper place in elementary school work arises from the want of knowledge of the subject on the part of teachers. I would recommend that they be supplied with suitable books. The English Board of Education has just published "Suggestions for the Consideration of Teachers"—cost, only 8 pence per copy. To show how valuable this publication might be to our teachers, I give a few selected paragraphs in Appendix A.

VACATION SCHOOLS.

In every large city the summer vacation of the schools brings to many parents worry and trouble, and to their children moral and physical danger, and often a relapse into vice. During this season, when the children of the poor are left to their own devices in crowded tenements, or sweltering in the dusty streets, the playgrounds and pleasant rooms of the schools are usually kept carefully closed.

The ladies of the Woman's National Council were moved with pity for the neglected children, and determined to help them, not only finding places and means for healthful and supervised recreation, but also by utilizing their natural activities in useful manual occupations. The very capable President, Mrs. Dennis, assisted by Miss Marshall Saunders, Miss Eliza Ritchie, Mrs. William McNab, Mrs. Keefe, Mrs. Armitage, and several others, by describing the situation in the newspapers, aroused public sympathy and secured sufficient funds to enable them to employ four teachers and to buy a good supply of swings, tilts, sandboxes, raffia, toys, etc., for the children. The School Board very readily granted the use of the playgrounds, schoolrooms and furniture required.

The ladies were very fortunate in securing as Directress Miss Sarah Somers Ford, of the Hyannis Normal School. She had all the desirable qualities of head and heart to make our first Vacation School a splendid success,—a thorough knowledge of the work and of child nature, unfailing tact and alertness, and boundless sympathy that won every heart. She was ably assisted by Miss H. M. Bayer, M. A., and Miss Sara Hutt, Kindergartner, who both entered fully into the spirit of the work.

This experiment was carried on in connection with Bloomfield and Albro Street schools, where it was found most convenient to make a beginning; but there are other parts of the city in which such work is more necessary. It is to be hoped that this educational movement, begun so auspiciously, may be greatly extended next summer.

"The Vacation School links itself to the forward movement in education by being an experiment station or pedagogical laboratory through which it is hoped to introduce such wiser methods and such studies into our school system as shall assist in transforming it from one in which the three R's are largely worshipped into one in which

the child himself shall be the chief object of consideration; in which h shall be considered the well-spring of constantly flowing currents o energy and activity, for which an outlet must be provided, instead o considering him a reservoir for the accumulation of rules in arithmeti dead facts in history, and unintelligible knowledge."—*Sadi American.*

TEACHERS' PENSIONS.

It is very gratifying to me to be able to refer to the Teacher Pension System as an accomplished fact. Among the recommendatio in my Report for the school year 1895-6 was one for the appointme of a committee to formulate a scheme for a compulsory self-supportin system of pensioning city teachers. The reasons given were, that would, by that means, be able to retain in the service a greater numb of the abler teachers who now leave it for occupations that offer salari which make some provision for old age possible, and that there woul be no longer any reason for that excusable sympathy which retains teacher in her position too long after her usefulness to the public impaired.

It is evident that the benefits of our present pension system, su ported as it is mainly, if not wholly, by the teachers themselves, wi accrue chiefly to the general public.

It is desirable that there should be some record of the steps whic led to such an important advance in our educational system.

At the meeting of the Provincial Educational Association at Tru 18th October, 1895, Principal O'Hearn, at the request of the Executi Committee, read a paper on the Superannuation of Teachers. The ide was unanimously endorsed, and a committee, consisting of the Secretar Principal O'Hearn, Principal Miller, Principal Lay, and Mr. C. Moor was appointed to formulate a scheme and report to the next meeting.

At a meeting of this committee, January, 1896, a suggestion offere by Mr. G. W. T. Irving, Chief Clerk of the Education Office, w endorsed unanimously. It was to the effect that all teachers, after reasonable number of years' teaching, should, during the remainder o life, continue to draw the regular Government Grant, as if teachin The plan would be simple and require no new machinery. It would n bear heavily on anyone, and would stimulate all teachers expecting t remain in the profession to get as high a grade of license as possibl It would not interfere with local efforts for supplementary pensio schemes.

(Mr. Irving's suggestion was, last year, supported by the Superin tendent of Education, and adopted by the Government at its la session.)

The Pension Committee reported to the meeting of the Provincial Educational Association in 1896, a plan by which the Government would give a pension equivalent to about double the usual Government Grant, and make provision by which the teachers would supplement this amount by voluntary assessment, by bequests, etc. The report was opposed on the ground that, on account of their short period of service, the vast majority of country teachers would receive no benefit, and that a pension to teachers of the towns was a matter in which they alone were concerned. The report was, accordingly, laid over to be further considered at the next meeting of the association.

In the meantime, this subject was discussed at several Teachers' Institutes,—the principle of teachers' retiring allowances being almost invariably approved by those who had made teaching a profession, and often opposed by those who made it merely a stepping-stone to some more desirable or more remunerative employment.

In 1903, Principal Stewart, of Sydney Academy, read before the Provincial Educational Association a paper on "Teachers' Pensions," but no action was taken, nor was the subject even referred to in the report of the Committee on Resolutions. In 1904, however, they reported as follows:—"Resolved, that, in the opinion of this association, the time has arrived when, in the best interests of education, some provision should be made for the pensioning of teachers." This resolution passed unanimously, and was referred to a committee consisting of Inspector Macdonald, Principal Campbell, Principal Crombie, Commissioner Pelton, and the Secretary.

Next year Vice-Principal Morton, of the Halifax Academy, read a paper before the association, showing that the pensioning of teachers was a duty, not only to them, but also the state. He presented in detail a system based on that proposed for Ontario. A committee, consisting of Judge Chesley, Commissioner Barnstead, Principal Lay, Principal Smith, Principal Campbell, and Mr. Morton, was appointed to report on the proposed system. They submitted their report next day, and after some slight amendments it was adopted unanimously, and a committee, consisting of Vice-Principal Morton, Inspector Macdonald, Inspector MacIntosh, Commissioner Barnstead, Principal Soloan, Miss Burgoyne, and Principal Kempton, was appointed to present it to the Government, in order to have it embodied in an Act of the Legislature at its next session. The Government, however, for reasons already stated, adopted Mr. Irving's suggestion of continuing the Government Grant, but they gave school boards authority to give supplementary pensions under approved regulations.

Availing themselves of this power, the ex-Chairman of the Board, Mr. MacManus, and the present Chairman, Mr. Barnstead, assisted by

a committee of the School Board and of the Halifax city teachers, made such modifications of Mr. Morton's scheme as seemed desirable in the circumstances. Thus modified, it received the approval of the School Board and of the Council of Public Instruction, and is now in operation, —the best Teachers' Pension System in America.

TEACHERS' SALARIES.

It was evident for some time past that in order to maintain the efficiency of our schools an increase of the teachers' salaries would be necessary.

1. Within a few years the cost of living has gone up over thirty per cent., and with it the wages of nearly all classes of laborers and professional men.

2. We expect from the teacher a higher grade of scholarship and professional qualifications than formerly; that is, more time and money spent in preparation. Twenty years ago we had on the teaching staff of the City only two college graduates and three teachers holding Grade A. To-day we have fourteen college graduates and the same number with Grade A.

3. The larger salaries given elsewhere not only prevented us, in some instances, from securing the best teachers, but led to the resignation of some of those already employed.

The increases granted to our teachers, although small, have already had a good effect. They were utilized to reward scholarship and professional training and to stimulate to better work in the schoolroom by the recognition given to successful experience. Teachers with a Normal School diploma receive an advance of $40, and $60 additional for a college degree, provided such teachers are doing superior work. But if they do not come up to a high standard in teaching, their salaries must be lowered, notwithstanding their scholarship.

There are, however, exceptional teachers who excel in spite of the lack of college or professional training. In such cases, which are rare, three years of very successful work take the place of a Normal School training, and five years of superior work gives the same advantage as a college degree.

SCHOOL SAVINGS BANKS.

For many years school savings banks have been gradually gaining in public favor. In some countries they are found in nearly every school. So far as I have been able to ascertain, they have not been discontinued in any of the schools into which they were introduced.

It is generally admitted that the child's future happiness and usefulness as a citizen depend more on his character and habits

than upon his scholastic attainments. Every city abounds in temptations to improvidence and waste, and the result is much deplorable suffering. But there are also opportunities for the inculcation of the opposite virtues and for the formation of habits of economy and foresight. The school savings bank has been found to be a powerful auxiliary to the teacher endeavoring to inculcate lessons of "frugality," and even of "sobriety" and "temperance." The boy who is trying to enlarge his bank account is helped thereby to resist the temptation to indulge in a glass of ginger ale which he does not need, or in a cigarette, which would injure him physically and morally. The poor girl who is encouraged to save enough to buy a school dress or a Christmas present for her mother, will oftener be proof against the allurements of the candy shop. A reflex influence will extend to the home, and the family as a whole will become more thrifty.

Thirteen years ago the Commissioner of Education for the United States said that school savings banks tended to make children economical and discriminating in the use of money, preventing the formation of many bad habits and affording to the teachers and pupils a valuable business training.

After the system is properly initiated, all the time required for the bookkeeping would be fifteen minutes a week, and an additional fifteen minutes at the end of each month. There would be no expense to the Board.

Objections are sometimes made to school savings banks:—

1. That they weaken a child's generous instincts by fostering a miserly spirit.

2. That poor children suffer undeserved humiliation in not being able to contribute as largely as others.

3. That the children of well-to-do parents are sometimes inclined to think that the possession of money consitutes worth.

4. That the desire to appear as well off as their fellows causes some children to secure money dishonestly.

5. That a serious burden and resposibility are placed upon the already overworked teachers, and that the time required would be more profitably spent in other school work. Pending further investigation, I beg to submit these considerations in the meantime without making any recommendation regarding them.

All of which is respectfully submitted.

A. McKay,
Supervisor.

Halifax, 31st December, 1906.

APPENDIX A.

Observation Lessons and Nature Study.

[Quotations from "Suggestions for the Consideration of Teachers," published by the Board of Education, England, 1905. Price, 8 pence.]

"In the lower classes teaching about common things will be directed mainly to cultivating exact observation. . . . In the higher classes the main purpose of the lesson is to exercise the scholars in reflecting and reasoning upon the results of their own direct observations.

The first and most important aim of observation lessons is, then, to teach the scholars to observe, compare and contrast; the second, is to add to their knowledge of common things; and these ends will be more securely attained if the results of the direct observation of the scholars are made the basis for instruction in language, number, drawing, modelling or other hand work.

Good object teaching opens up a readily accessible field for the exercise of brain, hand and eye, and thus makes the lives of children more happy and interesting; it directs the attention of the children to real things, makes them acquainted with simple natural facts, and will develop a love of nature. Education in which the training of observation plays a considerable part will not be open to the objection of being exclusively bookish, and by insisting on the use of the scholar's own senses as a pathway to knowledge, will lay the foundation for a right direction of his activity and intelligence during his school life and afterwards.

Side by side with the training in accurate observation there should be training in accurate description, and scholars should habitually be required to state their observations in continuous narration in their own language. This practice will lead to correct use of the English language, both in talking and in writing, and will add considerably to the child's vocabulary.

Simple drawings, models, etc., should be made by the children to illustrate their observations. The teachers should themselves frequently illustrate details of the lessons by blackboard sketches, but it is essential that the teacher's work on the blackboard should follow, and not anticipate, the observation of the children.

In connection with observation lessons, visits to museums and other places of educational interest may be made with good results. Class excursions in or out of school hours will enable teachers to obtain suitable objects for the lessons, and will encourage the study of plants and animals in their usual surroundings as living things.

For the town children, Nature Study affords a means of opening the eyes of the children to a world which they have but little opportunity of learning instinctively.

The one object that must always be kept in view is the training of the child's mind, first to observation on its own account, secondly, to such a perception of cause and effect in nature as may lead the child in after life to reason about things, instead of taking them for granted. In every other subject the child has to take things for granted, and must depend on the good faith of the teacher or of the printed book; in Nature Study comes the opportunity of proceeding by another method and teaching from the thing itself. It is the teacher's one chance of teaching from the real; as soon as Nature Study is taught from the book and the blackboard it becomes worthless as Nature Study. It soon degenerates into reading about things, instead of seeing them, or, still better, doing them. And system is essential, one lesson must lead up to the next, the later lessons should be constantly requiring some of the earlier lessons for their explanation, otherwise the deductive element is lost.

Observation is complete only when it can be reproduced in words.

School walks and excursions are now a legitimate part of the timetable, but to be educationally fruitful at this stage, they require careful planning and preparation.

In a town school, experiments on the growth of a plant are possible, though not always easy. In the schools of a large town, no matter how remote from the country, all our common food plants should be grown, e. g., wheat, oats, barley, turnips, potatoes, clover, peas, and beans, etc., etc. The smallest plot of ground, even pots, will suffice, and many lessons can be drawn as the growth proceeds."

I find in a report to the National Educational Association of the United States some most excellent observations on the value of Nature Study. I take the liberty of quoting a few sentences:—"It should be the object of all Nature Study work to put the pupil into touch and sympathy with the natural world in which he lives, and to use the objects and phenomena in this environment as a means of education.

The best Nature Study lesson is that which has relation to something normal or native to environment. The work in Nature Study should be simple, definite, accurate, and, above all, have relation to the lives of the children.

Observation work should always be accurate. *It is not to be understood, however, that accuracy means completeness.* We are always in danger of giving the children the complete experience of grown-ups,

rather than the incomplete experience of themselves. The pupil should have a laboratory in which the objects and phenomena may be under some control, be near at hand, and in which all the work may be concreted. This laboratory is the school garden. A considerable part of manual training, as well as Nature Study, may be associated with the school garden.

The work should be progressive, one year leading to another year, because the child's horizon and capabilities are enlarging year by year. When a child has once traversed a subject, he should not be asked to go over the same work again in subsequent years.

The mental training involved in mastery of the course of study as modified by the industrial phases of education is of a higher order than that resulting from a mastery of the present courses of study. It is of a higher order because it deals with a wider range of subjects; with a consideration of things in their relation to each other, to other things, and to the individual; with the development, modification and adaptation of these things to serve the needs of man—and this largely through physical doing, controlled and directed by mental activity to useful ends. Whenever usable knowledge can be employed that will fully meet the needs of the child by furnishing the proper stimuli for desired mental activities, it should be employed, and not be displaced by that material which has a value solely as a source of stimuli, but without value as usable knowledge."

APPENDIX D.

SPECIAL PROVINCIAL INSTITUTIONS.

I.—INSTITUTION FOR THE DEAF AND DUMB, HALIFAX, NOVA SCOTIA, 1906.

SIR,—I beg to submit for your consideration a brief report of the working of this Institution for the year 1906:—

The total attendance for the year was 104, of whom 81 belonged to Nova Scotia, 8 to New Brunswick, 6 to Prince Edward Island, and 9 to Newfoundland. The following new pupils were admitted during the year:—Stuart Grant, Gore, Hants county, N. S.; Vivian Crofton, Sydney, C. B.; Mary Jane Veinot, Lawrenctown, N. S.; Lloyd Crosby, Carlton, Yarmouth county, N. S. (left on November 21st); Murdoch Matheson, Brooklyn, P. E. I.; Walter Soper, Channel, Nfld.; Kathleen Flewwelling, Hampton, N. B.; Annie L. McCormick, Glace Bay, C. B.; Maria Lewis, St. John's, Nfld.; Florence Tidd, Weymouth, N. S.; Anna Jeffers, Halifax, N. S.; Ellen Cope, Truro, N. S.; Bessie Woods, Halifax, N. S.

As usual, the health of the pupils was good, no serious cases of sickness worthy of reporting having occurred during the year. Dr. G. M. Campbell, as physician and surgeon, Dr. Pearman, as ear, eye and throat specialist, and Dr. Cogswell, as dentist, cared for those pupils requiring their services with their usual fidelity.

In the educational department, the teachers discharged their duties faithfully and well, and most satisfactory results were obtained. As in the previous year, a large majority of the pupils were taught on the oral method, and each year shows better results in both speech and speech-reading, as the system and its possibilities become better known to the teachers. Slowly but surely throughout the schools for the deaf on both sides of the Atlantic, indeed, throughout the civilized world, is the light spreading and the fact becoming better and better known that the sign language is not only needless, but actually harmful, and also that the great majority of the deaf can be successfully taught by the oral method.

In the domestic department, the Matron, Miss O'Brien, assisted by Mrs. Curry and Miss Hattie Johnson, discharged the duties of the Institution with the greatest care and economy. The health and comfort of the pupils were their first consideration.

The conduct of the pupils was, as usual, exemplary. Their application to their studies, readiness to help with the work of the Institution, and the gentleness and kindness of the older to the younger children cannot be too highly commended.

Yours respectfully,

J. FEARON,
Principal and Secretary.

To A. H. MACKAY, LL. D.,
Superintendent of Education.

II.—SCHOOL FOR THE BLIND, HALIFAX, NOVA SCOTIA, 1906.

(*a*).—THIRTY-SIXTH ANNUAL REPORT OF THE BOARD OF MANAGERS.

SIR,—The Board of Managers, in submitting the thirty-sixth annual report of the School for the Blind, acknowledge with gratitude their indebtedness to a kind Providence for the many blessings of the past year. Your Board feel confident that the members of the Corporation, the Provincial Governments and Legislatures interested, and the many friends of the blind, will be pleased to hear of the continued success which attends the work of the institution.

SUPERINTENDENT'S REPORT.

The Superintendent's report deals more particularly with the several departments of the school, with the needs of the institution and the work that has so far been accomplished. It is a source of satisfaction to your Board to realize that the blind of the Maritime Provinces and Newfoundland have within their reach such excellent educational advantages, and to know that the scope of these advantages is ever widening.

The work performed by the teachers in the several departments merits the highest commendation, and your Board desire to express their appreciation of the zeal and ability evinced by the members of the teaching staff in the discharge of their responsible duties.

Your Board are in full sympathy with the wish of the Superintendent to increase the educational opportunities of the school, so as to open up new lines of occupation to its graduates. They heartily endorse the effort that is now being made to provide the school with a modern pipe organ, and believe that this effort will meet with the support of those interested in the welfare of the blind.

The Superintendent's report should be carefully read by those who are interested in the success of the school and in the well-being of the boys and girls who are striving to overcome the handicap of blindness.

DOMESTIC DEPARTMENT.

A well-organized domestic department is essential to the well-being and comfort of institution life. It is, therefore, gratifying to report that the domestic management of this large household is carried on smoothly, efficiently and economically. All housekeepers are familiar with the daily round of duties which require attention in order that the good management of an ordinary household may be assured. When it is realized that this household is equivalent to thirty-five average families, it will the better be understood how necessary it is to have the work thoroughly systematized throughout. The systematizing of the work is accomplished by having four distinct departments, which are respectively controlled by the boys' matron, the girls' matron, the matron of the juniors, and the housekeeper. These officials work independently of each other, and are directly responsible to the Superintendent.

FINANCIAL REPORT.

For the past few years your Board have been obliged to observe the most rigid economy in all matters pertaining to the school. The increase in the cost of living, due to the advanced prices of provisions, fuel, light, wages, etc., made a corresponding increase in the cost of the maintenance of the household. Ten years ago the average annual cost per pupil was $167.00, and at that time your Board were receiving from the respective Provincial Governments and municipalities $150.00 per pupil, which, with the interest upon bequests, was sufficient to meet the current outlay. Three years ago the average annual cost per pupil advanced to $200.00, and your Board realized that unless an increased amount was received from the Provinces interested, yearly deficits on current account would have to be faced, or the efficiency of the school greatly diminished. In April, 1905, action was taken by the Government and Legislature of Nova Scotia to increase the grant per pupil from $150.00 to $180.00 per annum, which has this year been followed by similar action upon the part of the Governments and Legislatures of New Brunswick and Newfoundland.

Our application to the Government and Legislature of Prince Edward Island for an increased grant has, up to the present time, met with no response.

EXHIBITION VISITORS.

During the Dominion Exhibition held in Halifax in September last, three thousand five hundred persons visited the school and inspected the work that is being carried on in the several departments. To many of these visitors the work of educating the blind was entirely new, and the

impression made upon them by what they heard and saw was one of surprise and gratification. The following extract from a letter received from a clergyman in New Brunswick is typical of the impression made upon the minds of those who visit this school:—"Mr. F., who was in Halifax at Exhibition time, was through your school, and attended one of the concerts. He says he never saw anything like it, although he has been through many of the public institutions in the States. He also said that he would gladly have gone to the expense of the trip just to attend the concert and see through the school. This is how your work impresses the public."

Your Board recognize that the standing of this institution and the success of its graduates are largely dependent upon the public interest in the welfare of the blind, hence every opportunity is taken to familiarize all classes of people with the school and with the objects it seeks to accomplish.

Among the Exhibition visitors were many from the western Provinces of Canada, and it is hoped that their visit may result in awakening an interest in the education of the blind of that portion of our Dominion.

GRATIFYING TESTIMONIALS.

Many testimonials have been received, or have appeared in the public press, as to the practical character of the work being done in this school, and your Board are happy in the knowledge that the trust committed to their hands is being administered so as to win general approval. In this connection, the opinions of two well-known superintendents of education may be quoted.

Dr. Inch, Chief Superintendent of Education for the Province of New Brunswick, says in his last annual report:—"I regard the School for the Blind at Halifax as one of the best institutions of the kind on the Continent of America."

Dr. MacKay, Chief Superintendent of Education for the Province of Nova Scotia, in a letter to our Superintendent, under date of June 16th last, says:—"I am following with the greatest interest the splendid work done by your institution, and I think the Provinces have the best reason to be proud of the manner in which it is administered, and its pupils the best reason for thankfulness for the thoroughness of the instruction given, and its comprehensiveness."

THE SUPERINTENDENT.

Your Directors find it a difficult task to give adequate expression to their feeling of appreciation of the work carried on by our esteemed Superintendent, Dr. C. F. Fraser. His powers of organization, and his faithful painstaking attention to every detail of the management of the school, are apparent, not only to your Board, but to all who are in any way interested in the education of the blind.

We are more than ever thankful to the kind Providence who has set Dr. Fraser apart and endowed him with the special qualifications so necessary for the carrying on of the work of such an institution as the Halifax School for the Blind. His devotion and enthusiasm enable him to surmount any difficulty which he may encounter, and to successfully carry out any enterprise to which he applies his energies.

Dr. Fraser's loyalty to the school, and his painstaking application to its best interests, relieve your Directors from a large part of their responsibility in connection with its government, at the same time making the relation between the legislative and executive authorities very cordial and agreeable.

DRS. LINDSAY, KIRKPATRICK AND COGSWELL.

The attending physician of the school, Dr. A. W. H. Lindsay, the opthalmic surgeon, Dr. E. A. Kirkpatrick, and the dental surgeon, Dr. A. W. Cogswell, well merit the gratitude of your Board for their untiring efforts on behalf of the pupils. The work of these gentlemen is performed without remuneration, and they are ever ready to give time and attention to the pupils requiring their professional services.

Too much cannot be said of Dr. Lindsay's kindly interest in the health of the pupils, which is evinced by his almost daily visits to the school and his watchful care in special cases of sickness.

BEQUESTS.

Your Board gratefully acknowledge the receipt of the following bequests:—Estate of J. Bayley Bland, Halifax, $9,720.88; estate of Miss Ann Lawson, Halifax, $1000; estate of Sir Robert Boak, Halifax, $250; estate of John Cronan, Halifax, $150; estate of Miss Celia Black, Halifax, $100; estate of E. P. Archbold, Halifax, on account, $25. These generous bequests, coming at a time of special financial need, are most fully appreciated by your Board. They manifest the interest that is being taken in this growing institution and in the welfare of the blind. The memory of those from whom these benefactions have been received will be kept green and fragrant so long as this institution continues to exist.

ACKNOWLEDGMENTS.

Your Board desire to express their thanks for the donations and thanksgiving offerings received throughout the year. They also tender their special thanks to the kind friends who have added to the pleasure of the pupils by inviting them to concerts and lectures given in the city, and to the ladies and gentlemen who have from time to time taken part in the entertainments given in the school.

All of which is respectfully submitted.

J. C. MACKINTOSH,
President.

To A. H. MACKAY, LL., D.,
Superintendent of Education.

(b).—SUPERINTENDENT'S REPORT.

C. F. FRASER, LL. D., *Superintendent.*

TO THE PRESIDENT AND BOARD OF MANAGERS OF THE SCHOOL FOR THE BLIND:

Gentlemen,—The table of attendance herewith submitted shows that 160 blind persons have been under instruction during the past year, of whom 97 were males and 63 females. Of these, 24 have since graduated or remained at home, making the total number registered December 1st, 1906, 136, of whom 81 are males and 55 females. Of these, 85 are from the Province of Nova Scotia, 29 from New Brunswick, 6 from Prince Edward Island, 12 from Newfoundland, 1 from Quebec, 1 from Ontario, 1 from British Columbia, and 1 from Massachusetts.

TABLE OF ATTENDANCE.

	Boys.	Girls.	Adults.	Total.
Registered Dec. 1st, 1905.....	75	54	7	136
Entered during the year	13	9	2	24
Graduated or remained at home	13	8	3	24
Registered Dec. 1st, 1906	75	55	6	136

INTRODUCTORY SKETCH.

The first organized effort to ameliorate the condition of the blind was made in Paris in 1260, when King Louis the ninth established the Hospice des Quinse Vingts for the care of soldiers suffering from opthalmia contracted in the Egyptian campaigns.

The first institution for the education of the blind was founded in Paris in 1784. The founder and director was the famous French philanthropist, Valentin Haüy, affectionately referred to as "the apostle to the blind." Valentin Haüy was a man of keen intelligence and broad sympathies, and realizing the possibilities of the blind, he labored unceasingly in their behalf. Haüy conceived the idea of printing in embossed letters, and through his instrumentality the facilities for educating the blind were so greatly advanced that his efforts won the approval and support of the French court. Since Haüy's time, schools for the education of the blind have been established in almost every civilized country, and the importance of the work so quietly commenced in the French capital in the latter part of the eighteenth century has now become universally recognized.

It is estimated that two and one-quarter millions of the inhabitants of the world are deprived of sight. According to the most reliable

authorities, there are now living in the Dominion of Canada nearly four thousand blind persons, of whom between seven and eight hundred are under twenty-one years of age.

In the five eastern Provinces of Canada, and in Newfoundland, provision has been made for the education of the youthful blind, and three hundred and eighty-nine boys and girls are now being educated and trained. Of these, one hundred and thirty-five are in attendance at the Ontario School for the Blind, situated at Brantford; 106 at Nazareth School for the Blind, Montreal; twelve at the Mackay Institution for the Deaf, Montreal; and one hundred and thirty-six at this institution. While the blind youth of the eastern Provinces are now being educated and trained, the youthful blind scattered throughout the vast territory from Winnipeg to the coast are debarred from all educational privileges. It is earnestly hoped that the public-spirited legislators and people of the western Provinces will realize the importance of education to the blind, and will give to their boys and girls opportunities equal to those enjoyed by the blind of the older Provinces.

STANDING OF THE SCHOOL.

It is satisfactory to note the change in public opinion with respect to this school. For many years the institution was regarded as an asylum for the blind, in which persons of all ages were received and cared for. It was difficult for those not familiar with the education of the blind to realize that boys and girls deprived of sight could be so trained as to become independent, self-supporting men and women. Anything accomplished by a blind person was regarded as phenomenal and little short of miraculous. This misconception as to the work of the school has gradually given way before an enlightened public opinion, and to-day, the standing of the school as an educational institution is very fully recognized.

TEACHING STAFF.

The members of the teaching staff have discharged their duties with zeal and ability, and have fully recognized their individual responsibility to the pupils placed under their care.

At the close of the last school year, Miss Elma Baker, of Sheet Harbor, N. S., resigned her position as a teacher in the literary department, after having taught with success for a period of five years.

Owing to ill health, Miss Josie Howe, of Dartmouth, N. S., reluctantly severed her connection with the school in December last. Miss Howe entered upon her duties as a teacher in the Kindergarten Department in September, 1895, and for ten years she labored faithfully for the good of the little ones placed in her charge.

The positions vacated by Miss Baker and Miss Howe have been filled by Miss Maclean, of Hopewell, N. S., and Miss Lockward, of Clementsport, N. S. These ladies are evincing a deep interest in their chosen work, and will, no doubt, prove themselves well qualified to perform the same.

Mr. H. B. Campbell resumed his position as principal of the Musical Department at the commencement of the present term, having spent the previous year in Germany perfecting his musical studies.

TRAINING.

A prominent educator of the blind, who recently visited this institution, stated that in the education of those deprived of sight the results were generally in proportion to the amount of money expended, but that the Halifax school was certainly a notable exception to this rule. This testimonial to the efficiency of the work that is being done in this institution is most gratifying, and will be appreciated by the friends and supporters of the school. It is, no doubt, true that for the money expended by this school good results are being obtained, but it is equally true that with a larger current income special training in new lines might be given to many of the pupils, and still better results accomplished.

Ten years ago, in making a register of the occupations of our graduates, it was found that a surprisingly large number of them were engaged in business pursuits. Upon investigation, it became evident that many of them had been, or were, seriously handicapped from lack of business training. This being the case, it was decided to add a commercial course to our school curriculum, and to place within reach of our pupils a training which would fit them for business callings. Owing to the lack of money and to the difficulty of securing the services of a thoroughly trained teacher, it was found impracticable to at once introduce the proposed course. In September, 1905, Mr. J. A. Macdonald, a member of our teaching staff, who had been specially trained in the Halifax Business College, took charge of our commercial classes, since which time the pupils have received a practical business training.

The work of the school shows steady progress, and while its scope is ever widening, the standard of efficiency is carefully maintained. In the literary, musical and technical departments, the pupils are afforded broad educational advantages. These include a sound English education, a thorough training as teachers of vocal and instrumental music, practical instruction as pianoforte tuners, an opportunity of acquiring such handicrafts as brush and basket making and chair seating, and practical lessons in sewing, knitting, crocheting, reed and raffia work, etc. In addition to the foregoing, special training is given in scientific massage and in shampooing.

It is gratifying to report that three of the young men who recently graduated from our Literary department are now under-graduates in the University of Dalhousie, having successfully passed their matriculation examinations. It is doubly gratifying to state that in these examinations, two of the young men won first class distinction, and the third, second class distinction. These results are most creditable to the young men, and likewise to the teachers who prepared them for their college career.

HEALTH RECORD.

In May last, one of our little girls developed diphtheria, but owing to the prompt and energetic measures taken by the attending physician, Dr. A .W. H. Lindsay, the child speedily recovered, and the spread of the disease was checked.

In October last, Mary McDonald, a young woman belonging to Little Branch, Black River, N. B., sickened and died, after a short illness. Miss McDonald was constitutionally weak and was in an anæmic condition when she entered the school.

With the foregoing exceptions, the general health of the pupils has maintained a fair average throughout the year.

The physical training of the pupils receives due attention, and care is taken to so arrange their studies as to allow ample time for recreation in the open air and for systematic exercise in the gymnasiums.

GRADUATES.

From time to time encouraging reports are received from the graduates, and it is a great source of satisfaction to note from these, that such a large percentage of our former pupils are self-supporting, and that they are living happy, useful lives.

J. K., writes from Canso. N. S., that he has a class of twenty-four music pupils, and has started a bank account.

W. H. J., of Westville, N. S., states that he is carrying on a boot and shoe business, is acting as selling agent for a Halifax piano firm, and that his hands are filled with business.

F. N., of Glassville, N. B., refers to his training in the school, and to the fact that since leaving the institution he has made many friends and a good living.

Miss M. B., writing from St. John, N. B., says, that at first she was somewhat discouraged because there were few persons who seemed to require her services as a masseuse. but that brighter days had now come, and her time was fully and profitably occupied.

W. M., of Marble Mountain, C. B., states that he is doing a good, snug business, and that he has had to double the size of his shop.

J. U., of Moncton, N. B., states that he finds no trouble in securing work as a pianoforte tuner, and that his business is steadily increasing.

D. M., of Black Brook, C. B., writes that he makes up his brushes by the wholesale, and by selling them at retail prices, is more than able to keep the wolf from the door.

At the close of the school year, in June last, the following diplomas were awarded:—

Josie Sperry, Petite Riviere, N. S., certificate as a teacher of vocal and instrumental music.

Celestine Cormier, Moncton, N. B., certificate as a teacher of the pianoforte and cabinet organ.

Margaret McCormick, Launching, P. E. I., certificate as a competent masseuse.

Leon Duffy, Hillsboro, N. B., certificate as a teacher of instrumental music.

Grover Livingston, Harcourt, N. B., certificate as a teacher of the pianoforte.

Peter White, Tusket, N. S., Thomas Fitzgerald, Bonavista, Nfld., and Daniel McLean, De Gross Marsh, P. E. I., certificates as competent pianoforte tuners.

Andrew McDonald, New Glasgow, N. S., certificate as a skilled brush maker and chair seater.

LIBRARY.

In 1881, a circulating library of raised print books was established in connection with this school. This library has proved a source of comfort and delight to scores of our graduates and other blind persons living in different parts of the country.

In 1898, the Postmaster-General, with the sanction of the Parliament of Canada, authorized the free transmission by mail of books and pamphlets printed in raised letters. This concession has proved a boon to the reading blind, and has resulted in the enactment of similar postal regulations in Australia and the United States.

The library contains seven hundred and fifty volumes printed in the braille point system. Many of these books, which were purchased in London and Edinburgh, are printed from stereotyped plates, while others have been written by the graduates from dictation.

The library is supported by the voluntary contributions of the friends of the school and by the proceeds of special entertainments given for the purpose of raising money to purchase new books. In another part of this report will be found a catalogue showing the names of the books in our circulating library.

PRINTING OFFICE.

The printing office of the school is kept busy throughout the year in stereotyping and printing such matter as is required for immediate use in our literary and musical departments. The outfit for this office was presented to the school by Mr. Henry M. Whitney, of Boston, in 1899, and has proved of great advantage to our work.

The following books and pamphlets have been stereotyped, and copies of these are printed as required for school use:—Commercial Arithmetic (1 vol.), Geometry Definitions (1 vol.), Practical Speller (1 vol.), Topics of Canadian History (1 vol.), Spelling Dictionary (4 vols.), The Sight Singing of Music (4 vols.), Selected Hymns (3 vols), Sudd's Studies for the Organ (1 vol.), Kohler's Practical Method (1 vol.), Easy Pieces for the Pianoforte, in the First Grade (1 vol.), Melodic Sketches, Second Grade (1 vol.), Harmonic Notation (1 vol.).

In addition to the foregoing, thousands of sheets of band, vocal and pianoforte music have been struck off, and many lesson sheets printed for the school department.

JOINT BENEVOLENT COMPANY, LIMITED.

Reference has been made in former reports to the necessity of purchasing a modern pipe organ for the school, so that our pupils might be trained as church organists. It is interesting to report that an organization known as the Joint Benevolent Company, Limited, has been formed for the express purpose of securing funds to purchase such an organ. This organization or company has a capital stock of $6,000.00, divided into 600 shares, of $10.00 each. One hundred and thirty-one shares of this stock have already been subscribed, and it is confidently expected that the full amount will eventually be taken up. Copies of the prospectus of the company, with subscription blanks, will be forwarded to any address upon application.

CONCLUSION.

The Board of Managers have my most sincere thanks for the cordial support they have extended to me in the administration of the affairs of this institution, and for their readiness at all times to promote the welfare of the blind.

All of which is respectfully submitted.

C. F. FRASER,
Superintendent.

III.—VICTORIA SCHOOL OF ART AND DESIGN, HALIFAX.

(Incorporated, 1888.)

DIRECTORS, 1906.

Ex-officio.—THE SUPERINTENDENT OF EDUCATION,
THE MAYOR OF HALIFAX.

MRS. J. MORROW,
MISS E. RITCHIE,
MR. J. E. ROY,
COL. F. H. OXLEY,
MR. D. KEITH,
MR. J. C. O'MULLIN,
MR. A. MCKAY,
MRS. DAVYS,
MRS. CHAS. ARCHIBALD,
MR. JAMES DEMPSTER,
MR. J. C. MACKINTOSH,
HON. SENATOR POWER,
MISS M. MURPHY.

Auditor:

J. C. MACKINTOSH.

President.....————————
Vice-President.....HON. SENATOR POWER.
Treasurer.....COL. F. H. OXLEY.
Secretary.....A. MCKAY.
Assistant Secretary.....MISS M. E. GRAHAM.

TEACHING STAFF, 1905-1906.

Head Master:

H. M. ROSENBERG.

Assistant Teachers:

Mechanical and Architectural Drawing.....JOHN CRITCHLOW, C. E.
Freehand Drawing .....MISS M. E. GRAHAM.

REPORT OF THE SECRETARY FOR 1905-06.

To A. H. MACKAY, LL. D., F. R. S. C.,
Superintendent of Education, Province of Nova Scotia.

SIR,—I have the honor to submit herewith the Financial Statement of the Treasurer of the Victoria School of Art and Design for the year 1905-06, and also the Head Master's report.

There was the usual keen competition for the six Free Scholarships in Freehand Drawing offered annually to the public schools.

All apprentices, by the Constitution, are entitled to free tuition in Mechanical or Architectural Drawing. Indeed, no promising young person is, on account of inability to pay fees, excluded from any of the classes. The Directors are particularly anxious to attract to the school all who might be a credit to themselves or to the Province.

I must again call attention to the desirability, or rather the necessity, of having the Art school affiliated with the public school system, if the best results are to be secured.

The following table shows the number in attendance at the various classes last year:—

Day Classes	48	Oil Painting Class	8
Evening Classes	15	Water Color Class	17
Saturday Classes	20	Pen and Ink Drawing Class	13
From the Institution for the Deaf and Dumb	9	Charcoal Class	44

Mechanical and Architectural Class..... 25
Total number of different students..... 95

The school sent to the Dominion Exhibition an exhibit, which elicited much favorable comment.

Respectfully submitted,

A. McKay,
Secretary.

FINANCIAL STATEMENT.

The Victoria School of Art and Design *in account with the* Treasurer.

Current Account.

Dr.

1905.			
Aug. 1,	To balance	$ 904 03	
"	paid salaries to date	1499 31	
"	" fuel and light	414 39	
"	" advertising and printing	47 08	
"	" supplies, models, etc.	126 54	
"	" insurance premium	128 95	
"	" city taxes	25 28	
			$3145 58

Cr.

By city grant	$ 500 00	
" Provincial Government grant	800 00	
" school fees collected	211 25	
" rentals	104 80	
" proceeds lecture	3 00	
" subscription	15 00	
" interest city consols	220 00	
" interest deposit receipt	8 11	
		$1862 16
Balance		$1283 42

GENERAL ACCOUNT.

Amount of Endowment Fund		$7827 40
City consols (investment)	$4950 00	
Bank of Nova Scotia balance	121 35	
Balance of current account	1283 42	
Cost of building in excess of Building Fund Acct...	1472 63	
		$7827 40

HALIFAX, N. S., July 31st, 1906.

FRED H. OXLEY,
Treasurer.

Examined and found correct:
J. C. MACKINTOSH.

HEADMASTER'S REPORT FOR 1905-06.

This year's attendance was fully up to the average in paying pupils, and at periods rather better in non-paying, the mechanical class being practically all non-paying, bringing up the average. The lectures of the previous year having been found popular and an excellent medium for disseminating knowledge of our aims and locality, it was decided to continue them, but we were unfortunate in finding the men and women engaged throughout the season who were capable of speaking on Art or allied subjects. Consequently, there was nothing to bring the affairs of the school before the public but the closing exhibition, and this, not being sufficiently advertised, was not as well attended as in former years. This may be due to the fact that it is generally understood that the school's exhibition is shown again at the following Provincial Exhibition—and this one being the Dominion, it was heavily handicapped by juxtaposition to the best Canadian professional work.

I would suggest getting out a small pamphlet, so written that it would be available for any year, setting forth the importance of an Art education, even to the slight facility necessary to sketching an idea. This could, from time to time, be sent to various towns in the Province

and New Brunswick, and, I believe, would be the means of bringing to us young men and women of ambition and talent, who would look but carelessly at the ordinary advertisement.

Respectfully,

(Signed) H. M. ROSENBERG.

HALIFAX, January, 1907.

IV.—HALIFAX MEDICAL COLLEGE.

For the year ended April 30th, 1906.

N. F. CUNNINGHAM, M. D.....*President.*
L. M. SILVER, M. B.....*Registrar.*
F. W. GOODWIN, M. D., M.R.C.S., L.R.C.P.....*Secretary.*

Number of regular Professors, 20; Lecturers and Demonstrators, 10. Number of Undergraduates:—First Year, 17; Second Year, 9; Third Year, 12; Fourth Year, 5. Total students, 42—39 males, 3 females. Total number of graduates, M. D., C. M., including those who have taken diplomas from Dalhousie University, 216.

The Thirty-ninth session opens September, 1907, and will continue for the eight months following. The College building is admirably suited for the purpose of medical teaching, and is in close proximity to the Victoria General Hospital, the City Alms House, and Dalhousie College, and not far from the Halifax Dispensary. A large wing has been added to the College, supplying Histological and Bacteriological Laboratories, etc., which have been furnished with microscopes and other apparatus necessary for practical work. The recent enlargement and improvements at the Victoria General Hospital have increased the clinical facilities, which are now unsurpassed, every student having ample opportunities for practical work.

The course extends over four years, and has been carefully graded, so that the student's time is not wasted. Faculties of Dentistry and Pharmacy are being established, and arrangements made for graduation in these branches. The following will be the curriculum for M. D., C. M., degrees:—

MATRICULATION.—The preliminary examination prescribed by the N. S. Medical Act, or a recognized equivalent.

1st Year.—Inorganic Chemistry, with Laboratory work, Anatomy, Practical Anatomy, Histology, Botany and Zoology. (Pass Primary M. D., C. M., Examination, Sect. A, in Inorganic Chemistry, Histology, Junior Anatomy, Botany and Zoology.)

2nd Year.—Organic and Medical Chemistry, with Laboratory work, Anatomy, Practical Anatomy, Materia Medica, Physiology, Practical Chemistry, and Practical Materia Medica. (Pass Primary M. D., C. M., Examination, Sect. B., in Anatomy, Physiology, and Chemistry.)

3rd Year.—Surgery, Medicine, Obstetrics, Practical Pathology, Hygiene, Clinical Surgery, Clinical Medicine, Pathology, Bacteriology, Practical Surgery, Practical Medicine, Practical Obstetrics, Therapeutics, Dispensary and Hospital. (Pass Final M. D., C. M., Examination, Sect. A., in Pathology and Bacteriology, Materia Medica and Therapeutics.)

4th Year.—Surgery, Medicine, Operative Obstetrics, Gynæcology and Diseases of Children, Ophthalmology, Otology, Clinical Medicine, Clinical Surgery, Operative Surgery, Practical Obstetrics, Hospital, Vaccination, Medical Jurisprudence and Hygiene. (Pass Final M. D., C. M., Examination in Surgery, Clinical Surgery, Medicine, Clinical Medicine, Obstetrics, Diseases of Women and Children, Medical Jurisprudence and Hygiene.)

The degree of this College, with the license of the Provincial Medical Board, will admit to the Colonial Register in the United Kingdom of Great Britain and Ireland.

(Signed) F. W. GOODWIN, *Secretary.*

V.—NOVA SCOTIA COLLEGE OF AGRICULTURE.

Summary Report for 1905-06.

Principal—MELVILLE CUMMING, B. A., B. S. A.

TO THE SUPERINTENDENT OF EDUCATION FOR THE PROVINCE OF NOVA SCOTIA:

SIR,—I have the honor to submit a summary of the second annual report of the College of Agriculture at Truro, Nova Scotia, for the year ended December 31st, 1906.

There has been a considerable increase in attendance during the year that has closed, the enrolment being thirty (30) in the regular course and eighty-three (83) in the short course, as compared with twenty-three (23) and sixty-eight (68) in the previous year. Moreover, the inquiries received indicate a growing interest and give promise of a much increased attendance in succeeding years.

Class in front of Agricultural College, Truro, 1907.

The teaching staff of the College has been augmented by the appointment of Mr. Percy J. Shaw, B. A., formerly in charge of the Macdonald-Robertson Rural schools in the vicinity of Truro, who is teaching English, Arithmetic, Bookkeeping and Political Economy to the regularly enrolled students at the College, and Biology and Nature Study to the students at the Normal School. Mr. Shaw is a graduate of the Provincial Normal School, and, before undertaking the Nature Study work under the direction of Prof. Robertson, taught in the common schools of Nova Scotia. He is, therefore, well qualified to assist the teachers of Nova Scotia in developing the Nature Study idea in their school work. Mr. Shaw's appointment, especially in its relation to Nature Study, is in accord with our idea that the teaching of Agricultural Science must not be entrusted to one institution separate from the educational system of the Province, and labelled the Agricultural College. The Agricultural idea must begin in the elementary schools and the Agricultural College must be part of the educational system of the Province, in the same sense that our Academies and Colleges now are. With the development of the Nature Study idea in the schools, the scope of work for the Agricultural College will increase, and its influence upon the Province will be felt to a much greater extent than it can possibly otherwise be. It is our hope that those teachers especially who are in the rural schools will make use of Mr. Shaw's services, and, in fact, those of the staff generally, in getting a better acquaintance with the plants, birds, insects, soils, etc., in their sections.

The work in the various departments has developed during the year. In the Agricultural Department, under the management of Mr. F. L. Fuller, the valuable collection of pure bred stock has given a splendid account of itself. It is our hope that this stock will prove a fountain head from which the very best blood will be disseminated from end to end of the Province, and thus serve as a medium for improving the general character of the stock in Nova Scotia. So far as field work is concerned, it is not the intention of the management to duplicate work carried on at the Dominion Experimental Farm, Nappan, but rather to form the centre for the development of the co-operative experimental idea. A good beginning has already been made, for, during the past season, one hundred (100) farmers in various parts of the Province carried on, in conjunction with the Agricultural Department of the College, experiments in the growing of different varieties of grains, grown singly and in mixtures, and with the use of nitro-cultures on the various leguminous crops. Unfortunately, the protracted spring season was unfavorable to securing the best results; but, nevertheless, the idea of co-operative experimenting has taken hold. The value of this can scarcely be over-estimated, not only from the standpoint of the individual experimenter, but also from the fact that the results of these experiments will put the College in possession of definite facts in relation to the growing of crops, which could not otherwise be ascertained, in every section of the Province.

Prof. Sears, of the Horticultural Department, is making a determined effort to ascertain if it is possible, under the very best treatment, to grow a good orchard on the College farm. So far, the trees, which were set out two years ago, have made fully as good growth as trees set out in the Annapolis valley. However, it will be a good many years before the results can be known, but, in the meantime, the orchard is being watched with interest by the students at the College, and by the farmers all over the Province. Similar work is being carried on on the College campus, where there have been set out a large number of ornamental trees and shrubs. While, for the most part, these are of known hardiness, yet a number of species are being tested, whose behaviour in this climate has not yet been determined. In connection with the ornamental plantings, a small nursery has been started, with a view to furnishing shrubbery and trees for planting in future years. The data to be derived from observing these fruit and ornamental trees on the College grounds, together with the data from the twenty-eight (28) model orchards set out all over Nova Scotia, will afford a collection of invaluable facts for the guidance of our future horticulturists.

In the Biological Department, Prof. Smith has commenced a collection of the plants, seeds and insects of Nova Scotia. The work is being carefully done, and already a collection of considerable magnitude has been made. While the most attention is being paid to those specimens of economic importance, yet it is our intention to ultimately have at the College as complete a collection of Atlantic Province plants and insects of all kinds as can be secured.

The Chemical Department is under the charge of Mr. Harlow, of the Normal School staff. His teaching duties have been so onerous that it has not been possible for him to assist to any great extent in experimental work. However, Mr. Shaw has taken over considerable of his work, and Mr. Harlow hopes to, shortly, commence some investigation work along agricultural lines.

For a full account of the work of these departments, together with other departments, which, in this brief abstract, have not been discussed, the reader is referred to the Report of the Department of Agriculture for the Province of Nova Scotia.

(Signed) M. CUMMING.

P. S.—This report is written on the first of February, and I, therefore, take the opportunity to report the following facts in regard to the progress made during January, 1907. The Short Course, beginning on January 17th, was attended by one hundred and two (102) students, twenty-one (21) of whom were from the Province of New Brunswick. The beginning of a Short Course for ladies was also made, instruction

being given by the College men in Poultry and Dairying, and by Miss McCall, of the Domestic Science Department of the Truro schools, in Domestic Science. There were enrolled in this course some seventeen (17) ladies.

M. CUMMING,

Principal of College of Agriculture.

TRURO, N. S., February, 1907.

VI.—GOVERNMENT TECHNICAL SCHOOLS.

(*Under the Department of Public Works and Mines.*)

Director—EDWIN GILPIN, LL. D., F. R. S. C., *Deputy Commissioner of Public Works and Mines.*

The following list shows the names of Engineering Instructors, and the localities for which they were appointed:—

E. Parks, New Glasgow.
W. S. McInnis, Springhill.
J. A. McDonald, Port Hood.
D. Reynolds, Stellarton.
A. W. McLeod, Westville.
J. R. McDonald, Coalburn.
G. B. Burchell, Port Morien.
D. H. McLean, Thorburn.
E. Doyle, Joggins.
R. D. Anderson, Glace Bay.
J. P. McIntyre, Reserve.
A. C. McNeil, Glace Bay.

The following list shows the names of Mining Instructors, and the localities for which they were appointed:—

James Connors, Reserve.
James Scott, Springhill.
J. C. Nicholson, Dominion.
Walter Johnston, Chignecto.
Alex. McDonald, Stellarton.
Rod. McIntyre, McKay's Corner.
James McCuish, Dominion No. 6.
R. B. Crosby, Bridgeport.
W. S. Wilson, New Aberdeen.
John Carey, Glace Bay.
Adam Spiers, Inverness.
David Brown, Sydney Mines.
S. Dewfall, Sydney No. 3.
S. Moss, Springhill.
D. Sutherland, Thorburn.
J. R. McDonald, Coalburn.
W. A. Dobson, Port Morien.
A. A. Ferguson, Sydney Mines.
Jas. S. Quigley, Mabou.
John Gray, Port Hood.
D. Sutherland, Thorburn.

VII.—REPORT FROM THE NOVA SCOTIAN INSTITUTE OF SCIENCE, HALIFAX, 1905-06.

The Nova Scotian Institute of Science begs to present the following report of its proceedings during its forty-fourth annual session:—

Meetings were held throughout the session from October, 1905, to May, 1906, inclusive.

Officers for the year 1905-06 were elected as follows:—

President—F. W. W. DOANE, C. E., *ex-officio*, F. R. M. S.
1st Vice-President—PROF. EBENEZER MACKAY, Ph. D.
2nd Vice-President—PROF. J. E. WOODMAN, D. Sc.
Treasurer—WILLIAM MCKERRON.
Corresponding Secretary—A. H. MACKAY, LL. D., F. R. S. C.
Recording Secretary—HARRY PIERS.
Librarian—HARRY PIERS.
Other Members of Council—Maynard, Bowman, B. A.; Watson L. Bishop; Edwin Gilpin, Jr., LL. D., F. R. S. C., I. S. O.; Alexander McKay, J. B. McCarthy, M. A., B. Sc.; Professor F. H. Sexton, and Henry Poole, D. Sc., Assoc. R. S. H., F. G. S., F. R. S. C.

The library of the Society continued its very rapid growth, the number of accessions during the year 1905 being 1,911 books and pamphlets. The library forms part of the Provincial Science Library under the charge of the Provincial Government, and is free to any resident of the Province of Nova Scotia. A steadily increasing use of the books has been reported each year since it was thrown open to the public.

The finances of the Society are satisfactory, owing to the generous aid received from the Provincial Government.

The Proceedings and Transactions, vol. X, part 2, for 1903-04, have just been published, and vol. X, part 3, is now in press. Owing to the many official duties of the editor, the publication of the Transactions is somewhat in arrears, but an effort is being made to bring it once more up to date.

During the session the following papers were read:—

1.—"Presidential Address," by H. S. Poole, D. Sc., Assoc. R. S. M., F. G. S., F. R. S. C.

2.—"On the Flora of McNab's Island, Halifax," by Captain J. H. Barbour, M. D., R. A. M. C.

3.—"Catalogue of the Birds of Prince Edward Island," by John MacSwain.

4.—"Mining, Is it a Science?" by W. E. Lishman, M. A., M. Inst. M. E.

5.—"Fungi of Nova Scotia: First Supplementary List," by A. H. MacKay, LL. D., F. R. S. C.

6.—"Halifax Water Works," by H. W. Johnston, C. E.

7.—"The Oil Fields of Eastern Canada," by R. W. Ells, LL. D., F. R. S. C.

8.—"The Frost and Drought of 1905," by F. W. W. Doane, C. E.

9.—"Eels in Water Pipes and their Migration," by W. L. Bishop.

10.—"Notes on Protective Colouring," by Frank Reid.

11.—"The Grignard Synthesis: Action of Phenyl Magnesium Bromide on Camphor," by H. Jermain Creighton.

12.—"Contribution to the Study of Hydroxylamin," by G. H. Johnstone MacKay, B. A.

13.—"The Water Powers on the Mersey River, N. S.," by W. G. Yorston, C. E.

14.—"On the Damage Done to Timber by *Teredo navalis* and *Limnoria lignorum*," by Roderick McColl, C. E.

15.—"Phenological Observations, Canada, 1905," by A. H. MacKay, LL. D., F. R. S. C.

16.—"Water-rolled Weed-balls," by A. H. MacKay, LL. D., F. R. S. C.

HALIFAX, Nova Scotia, 16th May, 1906.

APPENDIX E.

EDUCATIONAL INSTITUTES.

I.—SUMMER SCHOOL OF SCIENCE FOR THE ATLANTIC PROVINCES OF CANADA.

3rd to 20th July, 1906, North Sydney, C. B.

(Enrolment, 258.)

A. H. MacKay, Esq., LL. D.,
Superintendent of Education, Halifax, N. S.

Sir,—I beg to submit the following report of the 20th annual session of the School of Science, which was held at North Sydney, C. B., from July 3rd to 20th, 1906.

The opening meeting was held in the Empire Hall, and was presided over by Mayor Hackett. His Honor Governor Fraser, of Nova Scotia, and His Honor Governor McKinnon, of Prince Edward Island, delivered splendid addresses. Professor Cumming, of the Nova Scotia College of Agriculture, together with several local speakers, also took part in the evening's programme. Governors Fraser and McKinnon remained with the school for several days and added greatly to the success of the meetings.

Sessions were held each day from 9 a. m. to 1 p. m. The afternoons were devoted to field and laboratory work, to excursions to the many points of interest near the Sydneys, and in visiting the extensive industries in the vicinity. Through the kindness of the managers of the Sydney and Louisburg Railway, the school enjoyed an excursion to Louisburg, where a day was spent in seeing the many points of historic interest in that vicinity. Governors Fraser and McKinnon accompanied the school, and added much to the enjoyment of the day. Through the kindness of the Cape Breton Electric Railway Co., the school enjoyed an afternoon at the extensive coal mines of Glace Bay.

The Dominion Government placed at the disposal of the school for two excursions the cruiser "Canada," which was at that time in Cape Breton waters. One excursion was along the north shore to St. Ann's, Smokey, and other points of interest. The other trip was through the lakes to Baddeck. These excursions were especially interesting, as giving

our teachers some idea of the splendid provisions which are made for our coastal defence. Captain Knowlton and his men did all in their power to make the excursion pleasant and profitable for the school.

The total enrolment was 258. The Mayor and Council and citizens of North Sydney did all in their power to make the session a success, and all members of the school carry away pleasant recollections of the kindness and hospitality of the people of North Sydney.

It was decided to hold the next session at the consolidated school, Riverside, N. B., from July 3rd to 20th, 1907.

The following officers were elected:—

President—Dr. Andrews, Sackville, N. B.
Vice-President for N. S.—J. E. Barteaux, Truro.
Vice-President for N. B.—Dr. Hay, St. John.
Vice-President for P. E. I.—Miss E. Guard, Alberton, P. E. I.
Secretary-Treasurer—J. D. Seaman, Charlottetown.
Local Secretary—Principal Trueman, Riverside.
Directors—James Vroom, St. Stephens, N. B.; Dr. Bailey, Fredericton, N. B.; W. R. Campbell, Truro; W. F. Kempton, Yarmouth; B. McKittrick, Lunenburg.

FINANCIAL STATEMENT.

Receipts.

Balance on hand	$ 30 32	
Government of N. S.	200 00	
" N. B.	100 00	
" P. E. I.	50 00	
Town of North Sydney	100 00	
Advertising in Calendar	172 50	
Fees	228 50	
Sundries	16 75	
		$898 07

Expenditures.

Printing Calendar and circulars	$176 13	
Books	12 50	
C. B. Electrie Co.	26 00	
School expenses	58 02	
Instructors and lecturers	445 00	
Postage, freight, expressage, incidentals	164 93	
Balance on hand	15 49	
		$898 07

W. R. Campbell,
Secretary-Treasurer.

II.—TEACHERS' NORMAL INSTITUTE.

North Sydney, C. B., 25th to 29th September, 1905.

(*Attendance, 285.*)

A. H. MacKay, LL.D.,

Superintendent of Education.

Sir,—The second session of the Teachers' Normal Institute for the counties of Antigonish, Guysborough, Inverness, Victoria, Cape Breton, and Richmond, was held at North Sydney, C. B., during the last week of September, 1905.

The first meeting took place in Empire Hall, on Monday, September 25th, at 8:30 P. M. In his opening address, the Chairman of the Executive Committee, Inspector A. G. Macdonald, welcomed the teachers in attendance, referred to the success which the Institute had already met with at Hawkesbury, and outlined the work to be done on the four succeeding days. A copy of the accompanying slip was handed to each teacher, to be filled in and returned the next morning:—

1. Give your name and P. O. address in full.

.....

.....

2. Give the name and number of the section in which you are teaching the current year.

.....

3. Give the class, number, and year of your license.

.....

4. Do you hold a diploma from the Normal School? Or have you ever attended it?

.....

5. If you do not hold a license above Class C or a Normal School diploma, give,—

(*a*) The distance by the ordinary route of travel from the section in which you are teaching to North Sydney.

.....

(*b*) Your actual outlay for conveyance.

.....

(*c*) The mode or modes by which you have travelled, and the distance by each.

.....

The answers served the purpose of furnishing the names of those in attendance and of giving such information as should be necessary in determining to whom travelling expenses should be allowed and the amounts to be paid. All teachers who had come from a distance of not less than twenty-five miles, and who were not holders of a license higher than Class "C," or of a Normal School diploma, were reimbursed their actual outlay in travelling to and from the Institute. When the teachers had taken their seats on the following morning, the slips were collected and membership fees handed in.

The actual work of the Institute began on Tuesday, September 26th, at 9 A. M. For the demonstrations in teaching four rooms were used—three in the high school and one in the common school building, closely adjacent. One Inspector presided in each room, in accordance with following time-table:—

ROOM.	TUESDAY.	WEDNESDAY.
No. 1.	9—10—Botany, VII., VIII. 10—11—Lang., VI.-VIII. 11—12—Draw., VI.-VIII.	9—10—Reading, III., IV. 10—11—Nature, I.-IV. 11—12—Eng. Gram., VII., VIII
No. 2.	9—10—Reading, III., IV. 10—11—Nature, I.-IV. 11—12—Eng. Gram., VII., VIII.	9—10—Arithmetic, III., IV. 10—11—Geography, V., VI. 11—12—Nature, V.-VIII.
No. 3.	9—10—Arith., III., IV. 10—11—Geog. V., VI. 11—12—Nature, V., VIII.	9—10—Reading I., II. 10—11—Geography, III., IV. 11—12—Arithmetic, V., VI.
No. 4.	9—10—Reading, I., II. 10—11—Geog., III., IV. 11—12—Arith., V., VI.	9—10—Botany, VII., VIII 10—11—Language, VI.-VIII. 11—12—Drawing, VI.-VIII.

ROOM.	THURSDAY.	FRIDAY.
No. 1.	9—10—Arithmetic, III, IV. 10—11—Geography, V., VI. 11—12—Nature, V-VIII.	9-10 Reading, I., II 10-11—Geography, III, IV. 11—12—Arithmetic, V., VI
No. 2.	9—10—Reading, I, II. 10—11—Geography, III, IV. 11-12—Arithmetic, V, VI	9—10—Botany, VII, VIII. 10—11 Language, VI-VIII 11--12--Drawing, VI-VIII.
No. 3.	9—10—Botany, VII, VIII. 10—11—Language, VI.-VIII. 11—12--Drawing, VI,-VIII.	9—10—Reading, III., IV. 10—11—Nature, I.-IV 11-12—Eng Gram, VII., VIII.
No. 4.	9—10—Reading, III, IV. 10—11—Nature, I-IV. 11—12—Eng. Gram, VII., VIII.	9—10—Arithmetic, III, IV. 10—11—Geography, V, VI. 11—12—Nature, V-VIII.

As every lesson was taught in each of the four rooms, it was not necessary for the attending teachers to move about from room to room. Owing to the large number of pupils from whom classes could be drawn, it was possible to have a new class in each subject every day. In the work of the lower grades, the classes numbered from twenty to twenty-five. In Grades VII and VIII they were smaller. Those who conducted the specimen lessons were:—

Botany VII, VIII.—Miss Jeanette R. MacLeod, Principal, Old Bridgeport.

Language VII, VIII.—Miss Anna B. MacKenzie, Sydney Mines.

Drawing VI, VIII.—Mr. E. B. Smith, Principal, Port Hood Academy.

Reading III, IV.—Miss Mary E. Dillon, Guysborough.

Nature I-IV.—Miss Ella A. Heeley, Glace Bay.

English Grammar (parsing and analysis) VII, VIII.—Mr. R. MacLeod, Whitney Pier, Sydney.

Arithmetic III, IV.—Miss Ethel Edgecombe, Ashley school, Sydney.

Geography V, VI.—Miss Minnie MacPherson, Baddeck, and F. I. Stewart, Sydney Academy.

Nature V-VIII.—Mr. Duncan McInnis, Principal, Reserve Mines.

Reading I, II.—Miss Edith Patterson, Brookside school, Glace Bay.

Geography III, IV.—Miss Maria MacNeil, Central school, Sydney.

Arithmetic V, VI.—Prof. E. W. Connolly, Normal School, Truro.

The task of having the classes on hand at the proper time fell upon the Principal and the other teachers of the North Sydney schools. The pupils, having been well drilled, performed their duties in a most satisfactory manner, and not the slightest hitch occurred in this depart-

ment. No rooms better suited for the requirements of the Institute than those used could be found anywhere. They were all of sufficient size, well-lighted, and commodious.

The main purpose of the lessons was to show those in attendance, especially such as had little or no experience in teaching, the most approved methods of conducting a class under the conditions which are usually found in the ordinary schoolroom. The apparatus used was of the simplest character. In the geography of Grades III and IV, a sand-table was employed, on which was moulded a map of Sydney Harbor. The Botany was intended primarily as an encouragement to teachers whose unacquaintance with the subject deters them from dealing with it at all. Specimens of a flowering plant were placed in the hands of the pupils, and they proceeded by means of the key until the correct name of the plant was discovered. It is likely that in High School work no better method than this can be followed, since in none other is there the same need for noting exactly and remembering distinctly all the distinguishing peculiarities of the plant. A particular reference to each of the other lessons is not required. It would have been difficult for the most adverse critic to point out in any of them a serious defect. The ordinary length of a lesson was from half to three-quarters of an hour. There was thus considerable time left for a discussion of the methods of teaching shown and others matters of interest.

Tuesday afternoon, the S. S. "Elaine" was engaged by the Town Council to give the visitors and their friends a cruise on the harbor. The boat left North Sydney about two o'clock, proceeded some distance up the North-West Arm, and then to Sydney, where there was a call of half an hour. The sail was very much enjoyed.

On Wednesday afternoon, Prof. C. S. Chisholm, teacher of music in the schools of North Sydney and Sydney Mines, gave an exhibition of what his pupils could accomplish. To many this was probably the most interesting feature of the whole Institute. The facility with which the pupils, after having been given the note from the tuning-fork, changed to other keys and returned with invariable correctness to the natural key, was a revelation to most of those present.

An entertainment, to which the citizens of the town were invited, was held in Empire Hall, Wednesday evening. The musical part of the programme was attended to by Prof. Chisholm and one of his classes. Mayor Hackett presided, and in felicitously chosen language expressed the very great pleasure it gave himself and all the citizens of the town to have so large a concourse of educationists present. Addresses were delivered by the Superintendent of Education, Supervisor McKay, His Honor Judge MacKenzie, Mr. Alex. Johnston, M. P., Hon. John N. Armstrong, and Inspector MacKinnon.

On Thursday afternoon, many of the teachers went on an excursion through the works of the Dominion Iron and Steel Co., at Sydney, while others viewed the works of the Nova Scotia Steel and Coal Co., at Sydney Mines. The thanks of the Institute are due to the officials of both companies for the exceedingly courteous manner in which its members were treated on this occasion.

Thursday evening, Mr. D. M. Matheson, Principal of the Glace Bay schools, gave an interesting and exceedingly practical dissertation on the Metric System. The history of the system was first briefly outlined and its general principles set forth. Then followed a series of illustrations, in which the superiority of the system over our own comparatively complicated tables was strikingly demonstrated.

Dr. J. W. MacLean, of North Sydney, read a valuable paper on The Hygiene of the Schoolroom. This paper, written in a simple, conversational style, dealt with desks and seats, ventilation, lighting, cleanliness, and all the other matters with which every teacher ought to be thoroughly conversant, but in regard to which, many display carelessness and ignorance. It is seldom that one hears so useful a discourse on points of such intensely practical importance.

Two good papers on Writing were read—one by Miss J. E. Fultz, of Canso, the other by Mr. J. M. Almon, of Antigonish. In the former, the proper form and height of the letters received special attention; the latter dwelt largely on the importance of pupils acquiring as early as may be that freedom of motion, without which good penmanship is impossible.

In addition to the four Inspectors, Macdonald, Macneil, McKinnon, and Phelan, the following were elected members of the Executive Committee:—J. A. Armstrong, Sydney; F. I. Stewart, W. A. Macdonald, D. J. Matheson, Dr. M. Matheson, C. W. Stramberg, E. B. Smith, H. E. England, Miss Alice Phoran, Miss Anna MacKenzie, and Miss Anna Macintosh.

The thanks of the Institute were extended to the Mayor, the Town Council, the School Board of North Sydney, the owners of Empire Hall, the several educationists who assisted at the public entertainment and on other occasions, and in general, to the citizens of the town for their unfailing kindness and courtesy to the visitors.

Friday afternoon, cheques were handed to all those entitled to travelling expenses, and the session of the Institute ended. The attendance was 285. From beginning to end the meeting was in every respect an unqualified success. The advantages derived from it by teachers of limited, as well as by those of long experience, were undoubtedly great,

as many so expressed themselves. Nor would it be improper if this opportunity be taken to mention that the success which has attended both sessions of the Institute is to be credited almost entirely to the efforts of the Inspector of Schools for Division No. 6, Prof. Macdonald. He was the originator of the scheme of holding a Normal Institute, and almost all the labor connected with its first session, both before it began and during its progress, was borne by him. For this, by his lengthy acquaintance with the needs of our teachers, derived from many years of service, as an Inspector and as a teacher, as well as by his splendid abilities in organization, he was pre-eminently qualified. Others were able to attend to much of the preparation required for the second session. The proper path had once been travelled, and to follow it again was not a difficult matter.

M. D. DAVIDSON,
Acting Secretary.

NORTH SYDNEY, October 31, 1905.

PROVINCIAL EDUCATIONAL ASSOCIATION.

Held at Halifax, 25th to 27th September, 1906.

(Seventeenth Convention. Enrolment, 900.)

OFFICERS FOR 1906.

President:

A. H. MACKAY, LL. D., F. R. S. C., *Superintendent of Education.*

Vice-President:

D. SOLOAN, B. A., LL. D., *Principal,* Normal School, Truro.

Secretary-Treasurer:

A. MCKAY, *Supervisor,* Halifax Schools.

Executive Committee:

Ex-officio—THE PRESIDENT AND VICE-PRESIDENT.
P. O'HEARN, *Principal,* St. Patrick's School, Halifax.
B. MCKITTRICK, B. A., *Principal,* Lunenburg Academy.
W. F. KEMPTON, *Principal,* Yarmouth Academy.
W. H. MAGEE, PH. D., *Principal,* Annapolis Academy.
A. W. SAWYER, M. A., *Principal,* Collegiate Institute, Wolfville.
A. G. MACDONALD, M. A., *Inspector of Schools,* Antigonish.
E. B. SMITH, M. A., *Principal,* Port Hood Academy.
J. MCKINNON, *Inspector of Schools,* Whycocomagh.
W. R. CAMPBELL, M. A., *Principal,* Truro Academy.
E. J. LAY, *Principal,* Amherst Academy.
T. M. PHELAN, A. M., LL. B., *Inspector of Schools,* North Sydney.

Financial Statement for 1906.

Receipts.

Balance on hand	$ 25 73	
Fees	183 50	
Government Grant	200 00	
		$419 23

Expenditure.

Miss J. M. O'Brien	$ 5 40	
Ed. Cumming, assistant	10 00	
J. H. Trefry, assistant	10 00	
W. P. Greene, janitor	2 00	
H. P. McKay, janitor	6 00	
News Pub. Co., Adv.	5 00	
" " " printing	3 50	
M. E. Bates, entertainment	27 75	
Miss A. B. Juniper	8 95	
Father O'Sullivan	11 40	
Miss Lindsay, stenographer	50 00	
Wm. McNab, printing	7 50	
Educational Review, Adv.	10 00	
News Pub. Co., printing Report	200 00	
Acadian Recorder, Adv.	6 75	
Herald, Adv.	7 10	
Chronicle, Adv.	8 40	
Wesleyan, Adv.	1 00	
Express charges on Report	4 80	
Postage on Report	37 66	
Assistance folding and mailing	3 00	
Stationery	5 10	
Postage on circulars and letters	14 40	
Secretary's allowance	50 00	
		$495 71
Deficit		$ 76 48

Correct:

P. O'Hearn.
W. H. Magee.

ABSTRACT OF MINUTES OF 17TH CONVENTION.

HALIFAX ACADEMY, SEPTEMBER 25TH-27TH, 1906.

First Session, Tuesday, 25th, 10 a. m.

The enrolment of members began at 9 a. m. At 10 a. m. the President called the meeting to order, and delivered an address on "Our Present High School Problems."

Dr. F. H. Sykes, of Columbia University, read a paper on "English in the First Year of the High School."

Second Session, Tuesday, 25th, 8 p. m.

The Vice-President, Dr. Soloan, in the chair.

Dr. A. S. MacKenzie, of Dalhousie College, lectured on "Radioactivity as Exhibiting Recent Research." The lecture was illustrated by a series of brilliant experiments.

Third Session, Wednesday, 26th, 9.30 a. m.

The President in the chair.

R. H. Cowley, M. A., Inspector of Continuation schools, Ontario, delivered an address on "Educational Tendencies in Ontario."

Prof. H. Murray, of Dalhousie College, presented the "Report of the Committee on Relations between High Schools and Colleges in Nova Scotia," recommending the following Course of Study:—

1st Year.	English	5
	Latin	4
	Arithmetic	3
	Algebra	3
	Physical Geography	4
	Drawing (Freehand and Geometrical)	3
	History	3
		25

2nd Year.	English	3
	Latin	4
	Greek or French or German	4
	History	3
	Arithmetic and Algebra	4
	Geometry	4
	Botany or Zoology	3
		25

3rd Year	English	3
	Latin	4
	Greek or French or German	4
	History	3
	Algebra	3
	Geometry	4
	Physics	4
		25

4th Year.	English	3
	Latin	3
	Greek or French or German	3
	History	3
	Algebra	2
	Geometry	3
	Trigonometry	2
	Chemistry	4
	Physiology and Hygiene	2
		25

The adoption of the Report was moved by Prof. H. Murray and seconded by Principal Campbell. At the request of the President, Dr. Goggin, of Toronto, addressed the meeting.

Principal Kennedy discussed the Report. On motion of Principal O'Hearn, it was agreed that at a subsequent meeting the Report be taken up clause by clause and discussed.

Fourth Session, Wednesday, 26th, 8 p. m.

Public meeting in the Assembly Hall of the School for the Blind.

The President in the chair.

Addresses were delivered by His Honor Lieut.-Governor Fraser, His Grace Archbishop McCarthy, Rev. Dr. Magill, Hon. Senator Power, and His Honor Mr. Justice Longley.

Fifth Session, Thursday, 27th, 9.30 a. m.

The President in the chair.

Eleven members were elected to act with the Executive Committee as a Committee on Resolutions, viz., Principal Butler, Halifax; Principal Creelman, Liverpool; Principal Horner, Yarmouth; Principal Ruggles, Bear River; Principal Fairweather, Kentville; Rev. Father Tompkins, Antigonish; Principal Macdonald, St. Peters; Mr. Gallant, Victoria; Principal McLeod, New Glasgow; Principal Spinney, Oxford, and Mr. Stewart, Sydney.

Prof. Sexton, of Dalhousie College, read a paper on "Industrial Education as a Factor in Canadian Development."

The paper by Miss A. Maclean, of New York, was read by title: Shall Nova Scotia Advance With or Without Art?

Prof. Woodman, of Dalhousie College, gave a synopsis of a paper on "The Teaching of Geography."

The President asked the teachers to elect two of their number as their representatives on the Advisory Board of Education.

Mr. Duchemin, of Sydney, and Principal Kennedy pointed out that no persons having official entanglements or financial interests should be elected.

It was agreed that a majority of all votes cast would be required to elect a representative.

Prof. H. Murray withdrew his motion of Wednesday, regarding the Report of the Committee on Relations between High Schools and Colleges in Nova Scotia, and substituted a motion "that the Report be received, and, further, that this Association recommend that for the present course of study of B, C and D there be substituted the proposed course, with the following modifications:—(1) That in the fourth year the number of subjects be reduced to seven by combining Algebra and Trigonometry, and leaving Physiology and Hygiene to be taken up in the common school course, where a greater number would get the benefit of its practical character, and that Civics be joined with History in this year. And that in the second year the fifth subject be Algebra, instead of Arithmetic and Algebra. (2) That any six of the seven subjects be a full course for the regular pupils, and also for candidates for teachers' license." The Course of Study as modified:—

1st Year

English	5
Latin	4
Arithmetic	3
Algebra	3
Physical Geography	4
Drawing (Freehand and Geometrical)	3
History	3
Maximum	25

GRADE C.

3rd Year.

English	3
Latin	4
Greek, or French, or German	4
History	3
Algebra	3
Geometry	4
Physics	4
Maximum	25

GRADE D.

2nd Year.

English	3
Latin	4
Greek, or French, or German	4
History	3
Algebra	4
Geometry	4
Botany or Zoology	3
Maximum	25

GRADE B.

4th Year.

English	3
Latin	3
Greek, or French, or German	3
History and Civics	3
Algebra and Trigonometry	4
Geometry	3
Chemistry	4
Maximum	23

This motion was seconded by Mr. A. McKay. After some discussion by Principal Campbell, Principal Kennedy, Dr. Soloan, and Prof. W. Murray, the motion passed.

Nominations for the Advisory Board were made as follows:—

Principal McKittrick, Lunenburg Academy.
Vice-Principal Stewart, Sydney Academy.
Principal Maclellan, Pictou Academy.
Principal Lay, Amherst Academy.
Principal Butler, Alexandra School.
Principal Kempton, Yarmouth Academy.
Principal Campbell, Truro Academy.
Principal McDonald, St. Peters High School.

On motion of Principal O'Hearn, it was agreed that after the first ballot the names of the three having the lowest number of votes be omitted from the next ballot.

Inspector Macdonald and Principal Marshall were nominated by the Executive Committee as scrutineers.

Sixth Session, Thursday, 27th, 2.30 p. m.

The President in the chair.

Dr. H. Woodbury delivered an address on "Dental Inspection for Schools." He was followed by Dr. Thomson, who read a paper on the same subject, after which it was discussed by Principals Kennedy, Blackadar and Brunt.

The President announced the result of the first ballot for the Advisory Board, as follows—Principal McKittrick, 60; Principal Lay, 47; Vice-Principal Stewart, 47; Principal Maclellan, 44, Principal Butler, 42; the number of votes being 167. A second ballot was then taken.

Discussion on Dental Inspection was resumed by Rev. Dr. Thomson, Principal Kennedy, Miss B. Hume, Inspector Macdonald, Principal Wells, Principal Gallant, and Dr. Woodbury.

The following resolution was moved by Principal Brunt and Mr. G. D. Blackadar, and carried:—

"Resolved, that in the opinion of this Association, both a dental and optical periodical and general medical examination of children in the public schools of Nova Scotia is very desirable in the best interests of the health of the community."

The result of the second ballot was then announced by the President. There were 110 votes, Principal McKittrick receiving 79, and Principal Lay 63. They were then declared duly elected as the teachers' representatives on the Advisory Board of Education.

Mr. F. I. Stewart, as Secretary *pro tem,* reported for the Committee on Resolutions as follows:—

1. Resolved, that the Council of Public Instruction be respectfully asked to confirm the following:—That a High School certificate be granted to any student who makes an aggregate of 400 on any six papers of the present course in B, C, or D; and that any twenty subjects be sufficient for an A, provided that neither English nor Mathematics be entirely omitted in any grade.

2. Resolved, that this committee appoint a committee of sixteen to act with the Superintendent in interpreting the newly adopted High School Program, in revising the Common School Course, and in effecting the best articulation between the two.

They nominated as members of the committee of sixteen:—Prof. Howard Murray, Supervisor McKay, Principal Lay, Inspector Macdonald, Principal Kempton, Principal Creelman, Principal Butler, Principal A. W. Horner, Dr. Soloan, Mr. P. J. Shaw, Rev. J. J. Tompkins, Inspector MacNeil, Principal O'Hearn, Inspector MacIntosh, Principal Gallant, Principal Pothier.

3. Resolved, that the Council of Public Instruction be asked to take measures to have the school law of this Province amended to the effect that the contract between the teachers and the trustees shall be amended by omitting the words "ending ———" and substituting therefor the following:—"This contract shall continue from school year to school year, except when terminated in one of the following ways; First, by notice in writing signed by the teacher and given to the secretary of the School Board at least three months before the termination of the school year; or, second, by notice in writing signed by the secretary of the School Board, duly authorized thereto, and given to the teacher at least three months before the termination of the school year."

The first resolution was adopted.

Prof. H. Murray asked that his name be withdrawn from those on the proposed committee of sixteen, and suggested that that of Mr. J. W. Logan be added.

On motion of Mr. A. McKay, the second resolution was amended to read as follows, and passed:—"Resolved, that this committee appoint a committee of sixteen to act with the Superintendent of Education in defining and determining the amounts of the subjects of the newly adopted High School Program, in revising the Common School Course, and in effecting the best articulation between the two."

The third resolution was discussed by Principal O'Hearn, Principal Brunt, Principal Horner, Supervisor McKay, Principal Wells, Vice-Principal Stewart, Mr. Duchemin, and Principal Lay.

On motion of Inspector Macdonald, seconded by Mr. Blackadar, it was agreed that the cost of publishing and mailing the pamphlets discussing the High School Course be paid by the Association.

The Executive Committee was then appointed as follows:—

1. J. H. Trefry, M. A., Principal, Morris Street School.
2. H. H. MacIntosh, Inspector of Schools, Lunenburg.
3. G. D. Blackadar, B. A., Academy, Yarmouth.
4. W. H. Magee, Ph. D., Principal, Annapolis Academy.
5. W. J. Shields, Principal, Hantsport High School.
6. A. G. Macdonald, M. A., Inspector of Schools, Antigonish.
7. E. B. Smith, M. A., Principal, Port Hood Academy.
8. Thos. Gallant, B. A., Nyanza, Victoria county.
9. J. W. McLeod, Principal, Stellarton High School.
10. N. D. McTavish, Amherst Academy.
11. F. I. Stewart, B. A., Vice-Principal, Sydney Academy.

Discussion on the third resolution was resumed by Inspector Macdonald, who moved that it be deferred. The discussion was continued by Mr. Duchemin, Mr. Blackadar and Principal Kennedy, in favor of the resolution, which then passed *nem. con.*

Votes of thanks were passed to the Railways, to the Halifax School Board, to the Managers of the School for the Blind, and to the Press.

The meeting then adjourned *sine die.*

A. McKay,
Secretary.

APPENDIX G.

SPECIAL REPORTS OF INSPECTORS ON THE CHARACTER OF THE SECTIONS WITHOUT SCHOOLS DURING THE SCHOOL YEAR ENDED JULY, 1906.

GRAHAM CREIGHTON, *Inspector.*

Halifax, West.

No. 12—Peggy's Cove, 2x1 miles; fishing village; valuation, $3,700; 17 families; 13 children; schoolhouse, good; without school three years. Alleged cause,—inability to secure a boarding house for a teacher.

No. 14.—East Dover, 2x1 miles; fishing village; valuation,$———; families, —; — children; schoolhouse, good; without school 1 year. Cause,—failed to secure a teacher.

No. 18.—St. Andrews, 5x2 miles; barren; valuation, $2,000; 8 families; 6 children; schoolhouse, ——; without school 2 years. Cause,—no school building.

No. 20.—Greenhead, 5x3 miles; rugged; valuation, $1,200; 4 families; 3 children; schoolhouse, fair; without school 5 years. Cause,—depopulation.

No. 58.—Lake Loon, 2x1 miles; barren; valuation, $2,000; 19 families; 25 children; schoolhouse, poor; without school 1 year. Cause,—section inhabited by colored people, difficulty to secure a teacher.

No. 59.—New Road, 2x2 miles; barren; valuation, $2,000; 23 families; 40 children; schoolhouse, good; without school 1 year. Cause,—section inhabited by colored people, unable to secure a teacher.

No. 79.—Pleasant Point, 2x1 miles; fishing district; — families; — children; schoolhouse, good; without school 1 year. Cause,—removal of schoolhouse to a new site.

Halifax, East.

No. 3—Upper Lakeville, 3x2 miles; valuation, $2,500; 14 families; 1 child; schoolhouse, poor; without school 5 years. Cause,—small number of children.

No. 31.—Dufferin Mines, 4x4 miles; mining district; valuation, ———; 6 families; 5 children; without school 4 years. Cause,—no mining and small number of children.

H. H. MacIntosh, *Inspector.*

Lunenburg.

No. 82.—Fancy's, 3x2 miles; good; valuation $4,500; 10 families; 10 children; schoolhouse, fair; without school 1 year. Cause,—could not get a teacher.

No. 90.—New Elm, 5x2 miles; good; valuation $4,000; 12 families; 15 children; schoolhouse, poor; without school 1 year. Cause,—could not get a teacher.

No. 95.—Niniveh, 4x2 miles; good; valuation $6,500; 15 families; 25 children; schoolhouse, fair; without school 1 year. Cause,—could not get a teacher.

No. 99.—Little Tancook; fishing station; valuation $5,600; 15 families; 35 children; schoolhouse, fair; without school 1 year. Cause,—could not get a teacher.

No. 104.—Lakeview, 3x2 miles; good; valuation $4,000; 10 families; 15 children; schoolhouse, fair; without school 1 year. Cause,—could not get a teacher.

No. 109.—Rosebud, 5x2 miles; good; valuation, $8,500; 8 families; 10 children; schoolhouse, good; without school 1 year. Cause,—could not get a teacher.

No. 110.—Crouses, 5x2 miles; good; valuation, $3,000; 15 families; 20 children; schoolhouse, fair; without school 1 year. Cause,—could not get a teacher.

No. 114.—Ironbound; fishing station; valuation, $2,000; 4 families; 12 children; schoolhouse, fair; without school 1 year. Cause,—could not get a teacher.

Chester.

No. 5.—Sherwood, 5x2 miles; poor and rocky; valuation, $2,500; 8 families; 10 children; schoolhouse, fair; without school 2 years. Cause,—could not get a teacher.

No. 22.—Leville, 4x3 miles; fair; valuation, $4,500; 10 families; 15 children; schoolhouse, fair; without school 1 year. Cause,—repairing schoolhouse.

No. 25.—Beech Hill, 5x2 miles; fair; valuation $3,000; 8 families; 15 children; schoolhouse, fair; without school 2 years. Cause,—carelessness, etc.

Germantown and Harriston are only nominal sections—few pupils —if any, they attend the neighboring schools.

South Queens.

No. 6.—Western Head, 4x3 miles; good; valuation, $10,000; 25 families; 20 children; schoolhouse, fair; without school 1 year. Cause,—could not get a teacher for salary offered.

No. 7.—Moose Harbor, 3x2 miles; good; valuation, $8,200; 20 families; 25 children; schoolhouse, fair; without school 1 year. Cause, —could not get a teacher for salary offered.

No. 12.—Eagle Head, 3x2 miles; rocky; valuation $17,000; 25 families; 30 children; schoolhouse, good; without school 1 year. Cause,—could not get a teacher for salary offered.

Denmark is only a nominal section.

North Queens.

No. 6.—New Grafton, 5x3 miles; good; valuation, $11,000; 15 families; 20 chilldren; schoolhouse, fair; without school 1 year. Cause,—could not get a teacher.

No. 8½.—Whiteburn, 4x3 miles; rocky; valuation, $5,000; 12 families; 25 children; schoolhouse, fair; without school 1 year. Cause,—could not get a teacher.

Devonshire is only a nominal section.

With two or three exceptions, all the sections without school last year have teachers engaged for next year.

JAMES H. MUNRO, *Inspector.*

Shelburne.

Every section has its schoolhouse, and a working school.

Barrington.

Every section has its schoolhouse, and a working school—all but Hamilton, which has a schoolhouse, but no children.

Argyle.

Every section has its schoolhouse, and a working school.

Yarmouth.

Every section has its schoolhouse, and a working school—all except Cape Forchue, No. 9.

No. 9.—Cape Forchue, 1 1-2x1-2; rough, adapted to fishing business; valuation $10,000; 8 families; 12 children; schoolhouse, fair; without school 2 years. Cause,—no boarding place can be had for the teacher.

I made a personal effort to find a boarding house for the teacher, but did not succeed.

L. S. Morse, *Inspector.*

Annapolis, East.

No. 46.—*Roxbury, 3x2 miles; mountain settlement; valuation, $3,000; 5 families; no children; schoolhouse, good; without school 9 years. Cause,—no pupils.

No. 60.—*Cherryfield, 3x2 miles; fairly good; valuation, $4,587; 8 families; 18 children; schoolhouse, good; without school 1 year. Cause, —did not want a school.

Annapolis, West.

No. 47.—*Lake Munro, 3x2 miles; forest chiefly, and rocky; valuation, $1,815; 8 families; 5 children; schoolhouse, fairly good; without school 1 year. Cause,—could not get a teacher.

Digby.

No. 21.—*Burton, 3 miles; soil good, but rocky; valuation, $2,925; 9 families; 8 children; schoolhouse, poor; without school 1 year. Cause, —did not want a school.

No. 31.—Mount Pleasant, 3 miles; fairly good; valuation, $12,816; 19 families; 35 children; schoolhouse, fair; without school 1 year. Cause,—repairing school house.

No. 32.—*Upper Rossway, 4 miles; fair only; valuation, $6,000; 14 families; 6 children; schoolhouse, good; without school 3 years. Cause, —could not get a teacher. Did not make much effort to get one.

Clare.

No. 24.—*Harlem, 3 miles; poor; valuation $5,950; 10 families; 14 children; schoolhouse, fairly good; without school 1 year. Cause,—apparently did not want a school.

No. 26.—St. Benoni, 2 miles; fairly good; valuation $12,800; 20 families; 45 children; schoolhouse, poor; without school 1 year. Cause, —enlarging and repairing school building.

COLIN W. ROSCOE, *Inspector.*

Kings.

No. 78.—Pine Woods, 3x1 miles; sandy (poor); valuation, $4,000; 30 families; 50 children; schoolhouse, none; without school 3 years. Cause,—no schoolhouse, colored people, do not agree. House to be built during vacation and a school provided if the Commissioners have to use new amendment in the law.

No. 87.—North River, 5x3; mountain land poor; valuation, $4,000; 10 families; 15 children; schoolhouse, none; without school 4 years. Cause,—no house, people not united. People do not agree. School may have to be worked from outside under new law.

No. 94.—Mt. Home, 3x3 miles; poor mountain land; valuation, $3,000; 5 families; 3 children; schoolhouse, none; without school 8 years. Cause, not children for school. May be absorbed by another section.

No. 107.—Dalhousie Road, 4x4 miles; forest; valuation $2,000; 6 families; 4 children; schoolhouse, poor; without school 7 years. Cause, —few children. Cannot improve conditions.

West Hants.

No. 17.—Kennetcook Dyke, 3x3 miles; dyke and upland; valuation, $21,180; 30 families; 35 children; schoolhouse, poor; without school 1 year. Cause,—building schoolhouse. Will have school next term.

No. 43.—Crystal Wave, 3x2 miles; fair; valuation, $3,000; 10 families; 10 children; schoolhouse, none; without school 16 years. Cause,—few children. Boring for oil. If found, school will be established; if not, must be worked from outside.

East Hants.

No. 53.—Lakeside, 4x2 miles; fair; valuation, $2,000; 5 families; 7 children; schoolhouse, none; without school 1 year. Cause, no house, people not in earnest. Absorbed into Grand Lake Section by Commissioners June 22nd, 1906.

INGLIS C. CRAIG, *Inspector.*

Cumberland.

No. 21.—Wallace Bay, 3x2 miles; the best; valuation, $20,700; 19 families; 15 children; schoolhouse, condemned; without school 3 years. Cause,—disaffected towards consolidation with Wallace Bay.

No. 29.—Victoria, 4x1 miles; good; valuation, $10,909; 16 families; 9 children; schoolhouse, comfortable; without school 1 year. Cause,—Trustees thought the number of scholars did not warrant a school. School current year.

No. 47.—Lower River Hebert, 2 3-4x1 3-4 miles; dike and upland; valuation, $17,750; 25 families; 50 children; schoolhouse, condemned; without school 3 years. Cause,—heretofore not enough scholars, opening of coal mine has led to increase. School current year.

No. 68.—Clairmont, 4x2 miles; fair, but very hilly; valuation, $11,000; 12 families; 7 children; schoolhouse, very good; without school 4 years. Cause,—no children. Attending school at Valley Road—contiguous section.

No. 84.—Westchester Mountain, 2 1-2x2 miles; fair tillage land; valuation, $7,500; 13 families; 12 children; schoolhouse, not fit for use; without school 3 years. Cause,—house condemned. Children go to school in Westchester Valley.

No. 85.—Westchester Lake, 4x3 miles; rocky and mountainous; valuation, $2,945; 7 families; 14 children; schoolhouse, poor; without school 3 years. Cause,—without resources. School current year.

No. 90.—Farmington roads, 4x1-2 miles; fair mountain land; valuation, $6,500; 10 families; 11 children; schoolhouse, fair; without school 4 years. Cause,—lack of interest. Most attend a *private* school in Williamsdale.

No. 100.—Greenville Cross Roads, 2x1-2 miles; poor mountain land; valuation, $2,205; 9 families; 9 children; schoolhouse, second-class; without school 2 years. Cause,—neglect and want of means of support. Could go to Westchester by conveyance, 3 miles away. School current year.

No. 103.—Kilarney, 2 1-2x1 miles; the best; valuation, $12,000; 6 families; 4 children; schoolhouse, acceptable; without school 4 years. Cause,—heretofore no children. May have school part of current year.

Parrsboro.

No. 24.—Harrison Section, 3x1 1-2 miles; intervale and upland; valuation, $9,500; 9 families; 9 children; schoolhouse, fairly good; without school 5 years. Cause,—scarcity of children. School current year.

West Colchester.

No. 27.—Beaver Meadows, 3x one street; fair tillage land; valuation, $3,500; 3 families; 5 children; schoolhouse, very poor; without school 4 years. Cause,—so few scholars. Might go to Pleasant Hills.

No. 28.—New Britain, 2 miles; good mountain land; valuation, $2,792; 10 families; 18 children; schoolhouse, new; without school 1 year. Cause,—too poor. Should be consolidated with Five Islands.

E. L. ARMSTRONG, *Inspector.*

South Colchester.

No. 10.—Springmont, 3x2 miles; poor, Cobequid mountains; valuation, $1,600; 8 families; 2 children; schoolhouse, poor; without school 3 years. Cause,—cannot support a school, not sufficient pupils. Section is isolated, being eight miles from nearest school.

No. 31.—Green's Creek, 3x3 miles; fair; valuation $5,700; 18 families; 10 children; schoolhouse, poor; without school 2 years. Cause,—carelessness. Can be divided between Green Oak and Dartville.

No. 36.—Upper Brookfield, 2x2 miles; poor, mining district; valuation $4,500; 10 families; 10 children; schoolhouse, good; without school 1 year. Cause,—Failed to get a teacher. Could be united to Brookfield, using team for carriage of children.

No. 39.—Riverside, 3x3 miles; fair; valuation, $8,500; 12 families; 8 children; schoolhouse, good; without school one year. Cause,—did not secure a teacher. Might be united with Fort Ellis, four miles distant.

No. 51.—Southvale, 3x3 miles; poor, hilly; valuation, $8,000; 20 families; 12 children; schoolhouse, fair; without school 1 year. Cause,—no good reason for vacancy. Ought to be united with Meadowvale, schools 1 1-2 miles apart.

North Pictou.

No. 17.—College Grant, 3 1-2x3 miles; fairly good; valuation, $7,000; 18 families; 6 children; schoolhouse, fair; without school 2 years. Cause,—deadlock in section; no prospects for a school. Must be dismembered.

No. 45.—Lower Green Hill, 3x3 miles; fair; valuation, $9,000; 15 families; 3 children; schoolhouse, bad; without school 3 years. Cause,—small number of pupils in section. Can be dealt with by Board of School Commissioners.

No. 59.—Upper Toney River, 2x2 miles; fair; valuation, $3,500; 10 families; 2 children; schoolhouse, bad; without school 2 years. Cause,—lack of pupils. Next Board meeting will deal with this case.

South Pictou.

No. 53.—Rossfield, 3x2 miles; poor; valuation, $6,000; 10 families; 6 children; schoolhouse, fair; without school 1 year. Cause,—no reason given.

A. G. MACDONALD, *Inspector.*

Antigonish.

No. 7.—C. George Point, 4x2 miles; very elevated, but fertile; valuation, $11,000; 15 families; 24 children; schoolhouse, fair; without school 1 year. Cause,—salary offered too small.

No. 9.—Rear Georgeville, 4x2 miles; elevated, fair land; valuation, $10,000; 11 families; 10 children; schoolhouse, poor; without school 1 year. Cause,—salary offered too small.

No. 14.—Dunmaglass, 3x2 miles; land good; valuation, $4,300; 14 families; 6 children; schoolhouse, poor; without school 6 years. Cause,—fewness of pupils. Could be consolidated with "Ardness," Pictou county.

No. 15.—Brown's Mountain, 3x2; very elevated; valuation, $3,000; 9 families; 4 children; schoolhouse, unfit for use; without school 5 years. Cause,—poverty and fewness of pupils.

No. 16.—Maple Ridge, 4x2 miles; very elevated range; valuation, $3,500; 14 families; 8 children; schoolhouse, out of repair; without school 6 years. Cause,—cannot pay sufficient salary.

No. 19.—Williams' Point, 2x2 miles; good land; valuation, $8,500; 15 families; 3 children; schoolhouse, neglected; without school 7 years. Cause,—fewness of pupils. Annexation to the town section, No. 1.

No. 44.—W. Lochaber, 4x1 miles; fair land, but hilly; valuation, $11,000; 17 families; 18 children; schoolhouse, fair; without school 1 year. Cause,—salary offered too small.

No. 51.—Rear Springfield, 4x2 miles; elevated and rocky; valuation, $6,500; 8 families; 9 children; schoolhouse, fair; without school 1 year. Cause,—salary offered too small.

53.—Stewart's Mills, 4x1 1-2 miles; hilly, land fair; valuation, $4,800; 9 families; 7 children; schoolhouse, neglected; without school 3 years. Cause,—poverty and inappreciation of schools. Some of the children attend a neighboring school.

No. 54.—Mayfield, 3x2 miles; elevated and rocky; valuation, $3,400; 11 families; 7 children; schoolhouse, needs repairing; without school 3 years. Cause,—cannot offer sufficient salary. Might be annexed to Morven, No. 79.

No. 57.—Lower Briley Brook, 3x2 miles; very good; valuation, $12,000; 17 families; 4 children; schoolhouse, decayed state; without school 4 years. Cause,—fewness of pupils. Annexation to Upper Briley Brook, No. 56.

No. 58.—Beech Hill, 3x2 miles; average land; valuation, $3,700; 11 families; 5 children; schoolhouse, poor; without school 3 years. Cause, —fewness of pupils. Consolidation with town schools, a possible solution.

No. 59.—Pinedale, 3x2 miles; average land; valuation, $4,500; 10 families; — children;; schoolhouse, very old; without school 7 years. Cause,—no children.

No. 64.—Big Marsh, 3x2 miles; fairly good land; valuation $9,800; 17 families; 10 children; schoolhouse, needs repair; without school 3 years. Cause,—indifference to education.

No. 68.—Ashdale, 3x2 miles; land good; valuation, $11,000; 13 families; 7 children; schoolhouse, fair; without school 1 year. Cause,—salary offered too small.

No. 71.—Middleton, 3x2 miles; elevated, fair land; valuation, $7,000; 12 families; 5 children; schoolhouse, decayed; without school 4 years. Cause,—fewness of pupils. Should be consolidated either with 44 or 72.

No. 74.—Blackavon, 4x3 miles; land good; valuation $18,000; 25 families; 30 children; schoolhouse, condemned; without school 1 year. Cause,—building a new schoolhouse. This section, though inactive this year, has always had a school.

No. 79.—Morven, 3x2 miles; elevated, dry soil; valuation, $4,000; 10 families; 6 children; schoolhouse, poor; without school 5 years. Cause,—poverty and fewness of pupils. Annexation to "Mayfield," No. 54, is the best solution.

No. 82.—College Grant, 3x1 1-2 miles; elevated, fair land; valuation, $3,500; 13 families; 9 children; schoolhouse, poor; without school 7 years. Cause,—fewness of pupils and poverty. Hard even to suggest a remedy.

Guysboro.

No. 6.—Glencoe, 4x2 miles; fair land, but elevated; valuation, $4,000; 13 families; 4 children; schoolhouse, very poor; without school 5 years. Cause,—fewness of pupils and indifference. Consolidation with Roman Valley a possible solution.

No. 7.—Alder River, 4x3 miles; land below average; valuation, $3,500; 11 families; 8 children; schoolhouse, poor; without school 4 years. Cause,—cannot pay necessary salary. Consolidation with Roman Valley a possible solution.

No. 9.—"Colored," 3x2 miles; rocky and poor; valuation, $3,000; 25 families; 20 children; schoolhouse, fair; without school 1 year. Cause,—salary offered too small.

No. 23.—Old Road, 3x2 miles; land fair, but rocky; valuation, $3,600; 15 families; 18 children; schoolhouse, fair; without school 1 year. Cause,—salary offered too small.

No. 33.—S. Merland, 4x1 miles; elevated, poor land; valuation, $3,000; 8 families; 4 children; schoolhouse, very poor; without school 12 years. Cause,—poverty. Cannot suggest a remedy on account of its isolation.

No. 34.—Upper Big Tracadie, 4x2 miles; elevated, poor land; valuation, $4,800; 20 families; 25 children; schoolhouse, fair; without school 1 year. Cause,—salary offered too small.

No. 54.—Gosbee, 4x2 miles; fair, but rocky; valuation, $1,800; 15 families; 18 children; schoolhouse, fair; without school 1 year. Cause, —salary offered too small.

No. 55.—Yankee Cove, 3x1 miles; rocky, fishing coast; valuation, $2,500; 6 families; 6 children; schoolhouse, poor; without school 4 years. Cause,—poverty and isolation.

No. 56.—North Branch, 4x2 miles; fair land; valuation, $3,000; 11 families; 12 children; schoolhouse, fair; without school 1 year. Cause, —salary offered too small.

No. 66.—Lundi, 4x2 miles; fair, but rocky; valuation, $1,000; 11 families; 15 children; schoolhouse, none; a new section. A schoolhouse is being slowly erected.

St. Mary.

No. 12.—Greenfield, 3x2 miles; land fair, but stony; valuation, $5,000; 15 families; — children; schoolhouse, decaying; without school 11 years. Cause,—no children.

No. 29.—W. Liscomb, 4x2 miles; land rocky, a fishing settlement; valuation, $4,000; 16 families; 12 children; schoolhouse, fair; without school 4 years. Cause,—chiefly indifference of parents. Its complete isolation makes a remedy difficult.

No. 31.—Hollin's Harbor, 5x2 miles; fishing the only industry; valuation, $3,400; 15 families; 10 children; schoolhouse, fair; without school 3 years. Cause,—salary offered too small. Too remote to be annexed to any other section.

M. J. T. MacNeil, *Inspector.*

South Inverness.

No. 10.—Hillsdale.

No. 17.—Millan. Now united with Beaton as "Dumbarton."

No. 25.—N. E. Mabou. Now united with Mabou Harbor.

No. 33.—Scotch Hill.

No. 34.—Mull River; valuation, $4,600; 19 children; schoolhouse, poor; without school 1 year.

No. 39.—Dennistown.

No. 41.—Centennial; valuation $2.500; 27 children; schoolhouse, very poor; without school 1 year.

No. 43.—Queensville.

No. 45.—Rear Long Point.

No. 47.—Duff; valuation $3,965; 21 children; schoolhouse, miserable; without school 1 year.

No. 56.—Skye Mountain.

No. 57.—Judson.

No. 58.—Caribou.

No. 61.—Alba.

No. 62.—Gillis Cove; valuation, $3735; 9 children; without school 1 year.

No. 69.—Little Harbor; valuation, $7,160; 15 children; without school 1 year.

No. 70.—Big Harbor Island; valuation $1,750; 8 children; without school 1 year.

No. 72.—Dallas Brook; valuation, $4,500; 19 children; without school 1 year.

As far as I know, most, if not all, of these sections are good farming settlements, like the average rural districts of Inverness. The majority of these sections I never visited, as they were not operative since my incumbency, and how long previously I do not know.

There is but one general cause, viz., inability to secure teachers for amount of salaries available. Some are certainly unable to offer more. Whether this is true of all, I cannot say.

Richmond.

No. 30.—Brae, 3 or 4 miles; good; valuation, $4,825; 25 children; schoolhouse, fair; without school 1 year. Cause,—failed to get a teacher.

No. 31.—Balmoral, 3 or 4 miles; good; valuation, $3,250; 14 children; schoolhouse, very poor; without school 1 year. Cause,—failed to get a teacher.

No. 33.—Oban, 4 or 5 miles; good; valuation, $4,815; 14 children; schoolhouse, fair; without school 1 year. Cause,—failed to get a teacher.

No. 51.—Loch Lomond, N., 4 miles; good land. Cause,—no schoolhouse; section disorganized.

No. 54.—L. Lomond, 3 1-2 miles; good land; valuation, $3,270; 13 children; schoolhouse, good; without school 2 years. Cause,—salary offered insufficient to attract teacher.

No. 69.—West L'Ardoise, 1 1-4 miles; *fair; valuation, $14,800; 117 children; schoolhouse, none; without school 1 year. Cause,—schoolhouse destroyed by fire.

* The people depend mostly on the fishing industry.

I am not sufficiently acquainted with Inverness county to be able to give the dimensions of sections, and having no returns, I do not know the names of sections, in many instances, and, therefore, cannot easily obtain the information by correspondence.

J. MacKinnon, *Inspector.*

North Inverness.

No. 2.—Pleasant Bay, 3x2 miles; poor; valuation, $4,000; 16 families; 18 children; schoolhouse, fair; without school 3 years. Cause,—trsutees could not secure teacher. Section since united to "Grantosh."

No. 1.—Grantosh, 3x2 miles; poor; valuation $3,500; 20 families; 29 children; schoolhouse, fair; without school 1 year. Cause,—trustees could not secure teacher. Section joined recently to Pleasant Bay.

No. 24.—Ingraham's Brook, 3x2 miles; good; valuation, $7,500; 18 families; 18 children; schoolhouse, good; without school 3 years. Cause,—former schoolhouse burned (accident). New building lately finished.

No. 37.—Sight Point, 3x1-2 miles; poor; valuation $3,100; 16 families; 20 children; schoolhouse, fair; without school 2 years. Cause,—salary offered too low.

No. 65.—Campbleton, 3x2 miles; poor; valuation $3,000; 14 families; 18 children; schoolhouse, poor; without school 3 years. Cause,—salary offered too low. Consolidation not practicable.

No. 66.—McLellan's Mountain, 2 1-2x2 miles; poor; valuation, $2,500; 10 families; 14 children; schoolhouse, poor; without school 3 years. Cause,—salary offered too low. Consolidation not practicable.

No. 46.—Upper East Lake, 3x1 miles; fair; valuation, $2,000; 10 families; 8 children; schoolhouse, poor; without school 4 years. Cause, —salary offered too low. Consolidation not practicable.

No. 50.—Miller, 3x1 1-2 miles; good; valuation, $3,000; 12 families; 25 children; schoolhouse, fair; without school 1 year. Cause,—salary offered too low.

No. 59.—Ainslie Glen, 3 1-2x2 miles; good; valuation, $4,500; 18 families; 24 children; schoolhouse, poor; without school 1 year. Cause, —salary offered too low.

No. 51.—Centreville, 4x2 miles; good; valuation, $4,500; 16 families; 20 children; schoolhouse, fair; without school 2 years. Cause,—salary offered too low.

No. 54.—Roseburn, 3x1 1-2 miles; good; valuation, $3,200; 11 families; 12 children; schoolhouse, fair; without school 2 years. Cause,—salary offered too low. Should be united to "New Canada."

No. 55.—New Canada, 3x2 miles; good; valuation, $3,400; 14 families; 12 children; schoolhouse, fair; without school 2 years. Cause,—salary offered too low. Should be united to "Roseburn."

No. 56.—Albert, 3x2 miles; poor; valuation $3,000; 15 families; 18 children; schoolhouse, fair; without school 1 year. Cause,—salary offered too low. Should be united to "New Canada."

No. 61.—North Whycocomagh, 3x1 miles; poor; valuation, $2,800; 11 families; 13 children; schoolhouse, poor; without school 1 year. Cause,—salary offered too low. Should be united to "Salt Springs."

No. 67.—Lewis Mount, 4x1 1-2 miles; poor; valuation $2,000; 8 families; 11 children; schoolhouse, poor; without school 1 year. Cause,—salary offered too low. Consolidation not practicable.

No. 68.—Howard Lakes, 4x1 1-2 miles; poor; valuation $1,500; 12 families; 10 children; schoolhouse, poor; without school 4 years. Cause,—salary offered too low. Consolidation not practicable.

Victoria County.

No. 7.—Upper Baddeck, 3 1-2x1 1-2 miles; good; valuation, $4,200; 16 families; 22 children; schoolhouse, poor; without school 2 years. Cause,—unable to secure teacher for salary offered.

No. 31.—Eel Cove, 3x1 miles; good; valuation, $4,500; 13 families; 14 children; schoolhouse, good; without school 3 years. Cause,—unable to secure teacher for salary offered.

No. 49.—Tarbert, 4x2 miles; poor upland; valuation $4,500; 20 families; 30 children; schoolhouse, building; without school 3 years. Cause,—school site in dispute; now settled, and a new schoolhouse built.

No. 66.—Meat Cove, 2x1 miles; poor, rocky; valuation, $3,000; 12 families; 14 children; schoolhouse, fair; without school 3 years.. Cause,—ratepayers interested in school have left section; those remaining, indifferent.

No. 45.—North Harbor, 3x1 1-2 miles; land fair; valuation, $3,500; 12 families; 8 children; schoolhouse, fair; without school 3 years. Cause,—insufficient salary offered. Fishing district.

No. 50.—North River, 3x1 1-2 miles; good; valuation, $7,000; 14 families; 18 children; schoolhouse, poor; without school 2 years. Cause,—section arranging to consolidate with adjacent sections.

No. 33.—Plaister, 4x1 1-2 miles; good; valuation, $6,500; 22 families; 28 children; schoolhouse, none; without school 3 years. Cause,—

two years occupied in wrangling about site; a new building was then put up, but was set on fire as soon as finished, and destroyed.

No. 35—Wreck Cove, 4x1 miles; poor, valuation, $3,000; 13 families; 15 children; schoolhouse, poor; without school 3 years. Cause,—insufficient salary offered.

No. 60.—Island Point, 4x1 1-2 miles; good; valuation, $5,400; 14 families; 12 children; schoolhouse, fair; without school 2 years. Cause, —insufficient salary offered.

No. 27.—Plaister Mines, 3x2 miles; good; valuation, $4,000; 10 families; 12 children; schoolhouse, fair; without school 3 years. Cause, —insufficient salary offered.

No. 28.—Big Hill, 4x2 miles; poor; valuation, $3,200; 18 families; 20 children; schoolhouse, fair; without school 1 year. Cause,—insufficient salary offered.

No. 39.—West Ingonish, 4x1 1-2 miles; soil fair; valuation, $5,500; 25 families; 40 children; schoolhouse, fair; without school 1 year. Cause,—trustees declined to engage teacher, pending repairs on schoolhouse.

No. 59.—Kempt Head, 5x2 miles; soil good; valuation $11,300; 25 families; 42 children; schoolhouse, good; without school 1 year. Cause, —trustees neglected until too late to look for a teacher.

T. M. PHELAN, *Inspector.*

Cape Breton.

No. 4.—Lingan Barachois, 5x1 miles; poor for farming; valuation, $3,550; 14 families; 16 children; schoolhouse, very poor; without school 4 years. Cause,—could not pay a teacher. A coal mine will likely be opened here soon.

No. 6.—Lingan Road. Some of the children from this and No. 4 attend at Lingan.

No. 7.—Kilkenny Lake, 4x3 miles; barren; valuation, $3,000; 9 families; 7 children; schoolhouse, poor; without school 7 years. Cause, —cannot support a school.

No. 8.—Lakevale. Cause,—cannot support a school.

No. 15.—Lakeview, 3x1 1-2 miles; barren and swampy; valuation, $2,000; 6 families; 14 children; schoolhouse, very poor; without school 3 years. Cause,—cannot support a school. This section will likely do better soon, as the Marconi station is here.

No. 20.—South Head, 2 1-2x1-2 miles; rather rough; valuation, $6,250; 15 families; 26 children; schoolhouse, good; without school 1 year. Cause,—disappointed by teacher. School now open.

No. 21.—False Bay Beach, 4x1 1-2 miles; largely wooded, farms small; valuation $3,560; 15 families; 12 children; schoolhouse, very poor; without school 5 years. Cause,—cannot support a school. Could in part be united to Homeville.

No. 23.—Round Island, 3x1 miles; somewhat rocky; valuation, $9,000; 15 families; 5 children; schoolhouse, poor; without school 4 years. Cause,—weakness of section and fewness of pupils.

No. 25.—Horne's Road, 5x1 miles; dry and hilly; valuation, $8,620; 17 families; 10 children; schoolhouse, very fair; without school 5 years. Cause,—fewness of pupils, I am told. School now open.

26.—Hill's Road, 3 1-2x2 miles; rough and poor; valuation, $3,110; 8 families; 5 children; schoolhouse, fair; without school 8 years. Cause, —cannot support a school.

No. 27.—Mira Road. An effort is being made to re-open school here. Some of the children attend one of the Sydney schools.

No. 33.—Sandfield, 4x3 miles; undulating, sandy; valuation, $6,000; 12 children; schoolhouse, fair; without school 1 year.

No. 35.—The Meadows, 5x4 1-2 miles; dry, level, much woods; valuation, $13,070; 30 families; 35 children; schoolhouse, new; without school 1 year. Cause,—did not get a teacher. School now open.

No. 42.—Ball's Creek, 3 3-4x1 3-4 miles; good farming land; valuation, $9,840; 24 families; 34 children; schoolhouse, new (nearly); without school 1 year. Cause,—did not get a teacher. School now open.

No. 45.—Upper Leitche's Creek; fair, hilly; schoolhouse, very poor. Cause,—cannot support a school. Some of the children attend at Leitche's Creek.

No. 46.—Forest, 4 1-2x2 miles; hilly; valuation, $4,495; 12 families; 10 children; schoolhouse, poor; without school 4 years. Cause,—cannot support a school.

No. 57.—Eureka, 4 3-4x2 miles; good land; valuation, $11,550; 16 families; 18 children; schoolhouse, good; without school 1 year. Cause, —did not get a teacher. School now open.

No. 58.—Victoria, 2 1-2x1 miles; good, dry land; valuation, $1,450; 8 families; 26 children; schoolhouse, fair; without school 1 year. Cause, —did not get a teacher. School now open.

No. 61.—Point Aconi, 4x2 1-4 miles; fair; valuation, $9,840; 23 families; 22 children; schoolhouse, fair; without school 1 year. Cause, —did not get a teacher. School now open.

No. 63.—Union, 4x3 miles; fair, sparsely settled; valuation, $12,620; 20 families; 15 children; schoolhouse, none; without school 3 years. Cause,—disagreement among the people. School now open in temporary quarters.

No. 67.—Clark's Road, 5x3 miles; dry, high, poor; valuation, $10,000; 13 families; 7 children; schoolhouse, fair; without school 1 year. Cause,—Weakness of section. School now open.

No. 69.—Scatarie, 7x2 miles; fair, little cultivated; valuation, $2,000; 16 families; 30 children; schoolhouse, poor; without school 3 years. Cause,—could not get a teacher. School now open.

No. 75.—Kennington Cove; rocky, barren. Cause,—cannot support a school, as few people remain.

No. 76.—New Boston, 4 1-2x1 miles; hilly, rocky; valuation, $6,000; 21 families; 23 children; schoolhouse, fair; without school 3 years. Cause,—the people seem to be careless. Hard to get a teacher who will go to this place.

No. 79.—French Road, 4x4 miles; fair, dry; valuation, $5,858; 22 families; 20 children; schoolhouse, new, never used; without school 1 year. Cause,—the people here find it hard to get a teacher, though they make an honest effort to do so. A new schoolhouse was built during the term.

No. 80.—Ocean View, 3x2 miles; rough; valuation $4,150; 9 families; 3 children; schoolhouse, very poor; without school 7 years. Cause, —many people having left section, those who remain cannot keep a school.

No. 83.—Gull Cove, 6x2 miles; barren, rocky; valuation, $2,000; 19 families; 18 children; schoolhouse, good; without school 1 year. Cause,—could not get a teacher. School now open.

No. 85.—Belfry, 6x2 miles; level, fair; valuation $3,043; 20 families; 32 children; schoolhouse, good; without school 5 years. Cause,—cannot get a teacher.

No. 90.—Gr. Mira, North, 4x2 1-2 miles; level, fair; valuation, $7,110; 14 families; 12 children; schoolhouse, good; without school 2 years. Cause,—could not get a teacher. School now open.

No. 91.—Caledonia, 2 1-2x2 miles; fair, much woods; valuation, $3,521; 10 families; 13 children; schoolhouse, fair; without school 1 year. Cause,—cannot get a teacher.

No. 93.—Huntington's Mountain, 3x2 1-2 miles; very hilly; valuation, $4,655; 11 families; 15 children; schoolhouse, very poor; without school 4 years. Cause,—cannot support a school.

No. 95.—Ben Eoin, 3x2 1-2 miles; hilly; valuation, $3,300; 9 families; 10 children; schoolhouse, none; without school 21(?) years. Cause,—cannot support a school. Part could be joined with East Bay.

No. 96.—Brack's Brook, 2 1-4x1 miles; very hilly; valuation, $10,000; 28 families; 10 children; schoolhouse, good; without school 1 year. Cause,—did not get a teacher. School now open.

No. 99.—Glengarry, 3x1 1-4 miles; rough, surrounded by barrens and swamps; valuation $14,210; 11 families; 3 children; schoolhouse, fair; without school 6 years. Cause,—could not get a teacher.

No. 100.—Loch Lomond, 5 3-4x1 1-4 miles; dry, very fair; valuation, $7,484; 14 families; 15 children; schoolhouse, very good; without school 1 year. Cause,—could not get a teacher.

No. 102.—Big Glen. Cause,—cannot support a school.

No. 103—MacAdam's Lake, 3x2 miles; fair, level; valuation, $3,000; 20 families; 25 children; schoolhouse, fair; without school 4 years. Cause,—this section offers a good salary, but cannot get a teacher.

No. 117.—Rear of Beaver's Cove, 6x5 miles; rough and hilly, roads very bad; valuation, $2,705; 7 families; 10 children; schoolhouse, poor; without school 5 years. Cause,—cannot support a school.

ANNUAL REPORT

OF THE

SUPERINTENDENT OF EDUCATION

OF THE

Public Schools of Nova Scotia,

FOR THE YEAR ENDED 31ST JULY, 1907.

HALIFAX, N. S.
COMMISSIONER PUBLIC WORKS AND MINES,
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EDUCATION OFFICE,

HALIFAX, 28th February, 1908.

Sir,—

I have the honor to submit herewith, to be laid before His Honor the Lieutenant-Governor, my report on the Public Schools of Nova Scotia, for the School year ended 31st July, 1907.

I am, with respect,

Your obedient servant

A. H. MACKAY,

Superintendent of Education.

To the HON. GEO. H. MURRAY,

Provincial Secretary.

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PART I.

GENERAL REPORT, 1907.

ANNUAL REPORT

ON THE

PUBLIC SCHOOLS OF NOVA SCOTIA.

1906-1907.

To The Honorable Duncan Cameron Fraser,

Lieutenant-Governor of Nova Scotia.

May it Please Your Honor,—

I beg, in accordance with the law, to submit my Annual Report on the Public Schools of the Province for the School Year ended 31st July, 1907.

For much detail otherwise necessary in an annual report, I submit as supplementary, the April and October issues of the *Journal of Education*, sent free according to law to every board of public school trustees in the province. They contain, among other information, the names of the teachers employed in the schools, the amount of the provincial aid paid each, the amount of the municipal fund paid each section, the names and classes of the teachers licensed and of the graduates of the Normal School, the names and standing of those who obtained "pass" certificates of the four provincial High School grades, the provincial Examination Question papers, the courses of study for various kinds of schools, and the latest amendments of the school law.

Before dealing with the details in order, it may prove convenient to summarize the more significant features of the school year.

The Technical Education Act which practically provides for a sub-department of education, was immediately put into operation; and during the last three months of the school year arrangements were made for starting the local technical schools and schools for miners, at the beginning of the next school year. Simultaneously, the plans for the Nova Scotia Technical College were being prepared.

The Act authorizing the periodical dental and general medical examinations of the pupils attending school, in any school section, was passed; and preparations were advanced for its immediate operation in the city of Halifax and other progressive centres of population.

The Act authorizing retiring annuities to teachers who have served thirty-five years, or thirty years on the attainment of the age of sixty, or who become totally disabled after a service of at least twenty years, has been put into full operation; and the City of Halifax is the first to have organized a supplementary local system under the same Act. This local system supplements the provincial annuities which range from $60 to $150 according to class, to produce a maximum of $600 per annum for the highest class.

The Nova Scotia College of Agriculture in affiliation with the Provincial Normal School at Truro, has very materially increased its prestige, and teachers trained in the Normal School are becoming increasingly alive to the influence which can be exerted in the schoolroom on the ideals of the young with respect to the high cultural value of an education which fits people to govern the forces of nature, and transform their surroundings into happy homes, where industry, intellect, good morals and patriotism unite with higher influences to develop strong bodies, healthy minds and useful purposes.

There still continues, unfortunately for Nova Scotia, but fortunately for Canada as a whole, a great demand for our trained teachers in the West. This emigration, as well as the unusual drift especially of male teachers into other professions or employments, was offset by the entry of 481 new teachers into the service. This is 37 more than the previous year, the majority of them being untrained, however.

Although there was no general increase* in the total attending the public schools, the number of schools open was nineteen greater than during the preceding year, when they numbered 2,446. The present year, therefore, gives us the largest number in the history of the province, 2,465 schools.

Vacant schools which in 1904 reached a maximum of 240, and in 1906 were reduced to 187, have been reduced to 167—an improvement of twenty within the year. Of these vacant schools, 121 are in the six eastern counties of the province, leaving only 46 in the twelve western counties. In the western two-thirds of the province the vacant school epidemic has practically disappeared—for the average three or four vacant schools in each county are due, as can be seen from the inspectors' reports, partly to the absence of a school population in the section, or to the nearness of the school in another section where for the year there is a virtual union of the sections, or to accidents which do not recur annually.

* Nova Scotia shows the largest attendance at school, for the population, of any country in the world. See U. S. A. Rep., 1903, Vol. 2, pp. 2472-3.

Special attention is at present being given to the amelioration of the rural school conditions in the eastern counties and a favorable showing is expected by the end of another year.

An improvement is indicated in the fact that 1,084 teachers remained in the same school section in which they were employed the year before, as against only 952 the previous year.

The average salaries from the school sections are increasing, but much more slowly than the rate of other wages and general cost of living. For males of classes A, B, C and D, the increases of the average salary are respectively as follows:—$18.26, $38.61, $54.97 and $15.79. For female teachers the increases are respectively: $—.—, $14.27, $2.59, and $—.—. Notwithstanding the scarcity of trained teachers, the average salary of female class A teachers fell $5.40, and class D, $1.82. This indicates that trustees generally do not find them to be of so much value as male teachers, who now number only 354 as against 2,272 female teachers.

During the year, male teachers decreased by 12, while female teachers increased by 60. These facts suggest that a premium in favor of male teachers might be justified by their value as demonstrated by the estimation of trustees, especially for certain schools.

The Acadian Readers, Nos. I, II and III, were introduced into the French schools during the year, where they are giving universal satisfaction. They are in every respect the peers of the English Readers.

Definition of Terms.

The following definitions may be useful to those not acquainted with their technical sense in Nova Scotian statistics. Something of this kind has been stated to be desirable in education reports by the Federal Conference on Education within the Empire, which met at London in May last.

Division, the territory in charge of a school inspector—an inspectorate—12 in the province.

District, the territory under the jurisdiction of a Board of District School Commissioners, 33 in the province, having jurisdiction now mainly in determining the bounds of the school section, the inspector being secretary of each board within his division.

Section, the self-governing school territory, in rural regions normally about four miles in diameter, administered by a board of three trustees serving three years, one of whom is elected in place of the retiring trustee at the annual meeting of ratepayers who vote supplies to be levied on the section. Incorporated towns and cities are school sections whose Boards of School Commissioners are composed of representatives from their respective councils and appointees by the provincial government.

Schools, departments presided over by one teacher, whether there are one or more departments (class rooms) in the same *school building*. A

"school" represents a teacher in charge of a full class of pupils, in a *school room.*

Ungraded or "miscellaneous" schools are those found as a rule in the less populous rural sections, with only one *teacher* or with a *teacher* and an *assistant* who merely aids the teacher. A teacher with one, or even two *assistants*, make only one *school* in the sense used in the statistics. In a school building with one *principal* and ten subordinate *teachers* and none or several assistants, there are normally *eleven* schools, the principal having his own "school." Such a school would be a graded one, of course. Sometimes the members of a staff of teachers exchange classes; but when each teacher does full work, and keeps the register of one full class, there is a school for each "teacher."

Common School Grades, are the grades of *public* school work prescribed for the first eight years with pupils averaging from 6 to 14 years of age.

High School Grades, are the grades of *public* school work prescribed for the next four years of study, with pupils averaging from 14 to 18 years of age. The provincial program for these grades is wider than the curriculum for any pupil who is allowed wide options.

A County Academy is the high school, generally in the shire town, which is open free to all within the county who have passed the academy entrance examination (on the syllabus of Grade VIII), for which it receives an extra provincial grant, called the academy grant. There are many high schools superior to several of the county academies. Pupils are allowed to do high school work even in ungraded rural schools when the teacher and trustees arrange for it.

The Classes of Teachers are four, also known as D, C, B, and A, having respectively at least the scholarship of grades IX, X, XI, and XII, plus professional training, and when engaged in teaching in approved common schools receiving respectively, $60, $90, $120, and $150 per annum as *Provincial Aid.* Class A teachers in specified positions in approved high schools or academies, receive $180; the principal $210.

The Provincial Aid above described is paid semi-annually from the Provincial Treasury on the report of the inspectors.

The Municipal School Fund is formed by levying on the property of a municipality an amount equal to at least 35 cents per head of the population. It is distributed to each board of school trustees on the order of the superintendent at the rate of $25 for every teacher employed, and the balance, the major portion, in proportion to the days attendance of the pupils in each school section.

Sectional Assessment denotes the amount voted by the ratepayers of a school section, to be levied on it as prescribed by law, for the support of school. This is supplemented as above by the municipal fund, and aided by the provincial grant to the teacher. The sectional assessment is the main support of the school, amounting on the average to about twice the provincial and municipal aids combined.

The Percentage of annual enrolment daily present is calculated on the number who attended any time during the year, and hence is comparatively low, 57.1 for the present year. This does not necessarily imply blameable irregularity of attendance, for it includes the older boys and girls who attend school when opened in August until they obtain employment in their life work, those who attend school for the winter months when employment may be slack, and the large number of young pupils who attend for the first time in May until the year closes at the end of June.

The better measure of regularity of attendance is the *Percentage of those on the roll during the quarter in daily attendance.* In all the schools of the province this was last year 67.5 per cent.

In the County Academies these two percentages of attendance were respectively 75.8 and 83.4. Were the percentage on the roll in attendance calculated for each month, or each week, as it is done in some countries, it would show a correspondingly higher rate of regularity of attendance.

The omission of the average annual attendance of the total enrolment in educational statistics, is a serious defect making comparative studies between countries impossible. The quarterly, or perhaps monthly percentages should also be given, in order to throw light on the regularity of those then on the roll and who should be daily at school. The percentage of attendance on the monthly rolls would give for all the schools of the province over 70 per cent.; for town schools, over 80 per cent., and for many of the academies and other leading high schools, over 90 per cent.

STATISTICAL ABSTRACT.

1.—Sections.

	1906.	1907.	Increase.	Decrease.
School Sections in Province	1828	1830	2	....
Sections without Schools	187	167	...	20

2.—Schools.

Schools in operation	2446	2465	19	....
" session under 50 days	10	18	8	....
" " 50 dys, und'r 100 dys	33	38	5	....
" " 100 " 150 "	115	99	...	16
" " 150 " 200 "	387	592	205	....
" " 200 " full term	1142	964	...	178
" " full year	759	754	...	5
Average days in session	197.4	193.3	...	4.1

3.—Teachers.

Number of Teachers	2578	2626	48	....
" " Normal trained	1032	1033	1	....
Class A Male Teachers	58	61	3	....
" A Female "	24	26	2	....
" B Male "	99	101	2	....
" B Female "	419	439	20	....
" C Male "	127	105	...	22
" C Female "	943	969	26	....
" D Male "	82	87	5	....
" D Female "	826	838	12	....
New Teachers	444	481	37	....
Teachers, service 1 year or under	660	688	28	....
" " 1 to 2 years	351	332	...	19
" " 2 to 3 "	248	282	34	....
" " 3 to 4 "	217	201	...	16
" " 4 to 5 "	173	183	10	....
" " 5 to 7 "	265	283	18	....
" " 7 to 10 "	212	201	...	11
" " 10 to 15 "	184	181	...	3
" " 15 to 20 "	112	112	...	....
" " 20 to 30 "	118	123	5	....
" " 30 years and over	38	40	2	....

4.—Attendance.

	1906.	1907.	Increase.	Decrease.
Pupils on Register, 1st q'ter..	83,877	84,585	708	....
" " 2nd " ..	91,541	91,391	....	150
" " 3rd " .	95,161	94,011	....	1,150
" " 4th " .	100,205	99,836	....	369
Av'ge daily attend'ce, 1st q'tr.	60,352	60,677	325	....
" " 2nd " .	59,261	56,224	....	3,037
" " 3rd " .	56,563	51,555	....	5,008
" " 4th " .	58,464	59,306	842	....
Total days attend'ce for year.	11,999,158	11,332,238	.....	666,920
" " in school year.....	211	208	...	3
Percentage of annual enrolm't	58.9	57.1	...	1.8
Av'ge of quarterly percentages	68.8	67.5	....	1.3

Classification of Pupils.

Grade I (and Kindergarten) ..	23,401	24,559	1,158	....
" II	12,567	11,783	....	784
" III	12,794	12,272	....	522
" IV	12,636	12,686	50	....
" V	10.537	11,020	483	....
" VI	8,007	8,690	683	....
" VII	7,116	6,158	....	958
" VIII	5,635	5,193	....	442
Total in Common School Grades.	92,693	92.361	....	332
Grade IX	4,480	4,378	....	102
" X	2,071	2,117	46	....
" XI	978	1,038	60	....
" XII	110	113	3	....
Total in High School Grades..	7,639	7,646	7	....
Total in Public Schools	100,332	100,007	....	325
Wrote at High School Exam..	4,148	4,047	....	101
Passed in Grades written for..	2,196	2,085	....	111
Full Academic High School Pupils.	1,775	1,780	5	....
Full Non-Academic High School Pupils.....	4,692	4,589	....	103
Partial	1,172	1,277	105	...

6.—Section Statistics.

Property in Section	$99,776,085	$102,070,302	$2,294,217	.....
School Pr'ty " ..	2,048,739	2,146,157	97,418	.....
Vote at annual Meet'g	655,705	616,430	.....	$39.275
Buildings and repairs	91,617	87,655	.....	3,962
Vols. in Sch'l libraries	31,390	34,712	3323	.....
Maps, charts, globes, &c.	9,009	9,342	333	.....

7.—Total Expenditure.

	1906.	1907.	Increase.	Decrease.
Total Provincinl Aid..	$270,925.56	$277,415.53	$6,489.97	.... ..
" Municipal Funds	147,088.84	146,958.87	.....	$ 129.97
" Sec. Assessment.	655,705.50	616,430.54	.....	39,274.96
Exp'ture Public Educ'n	1,073,719,90	1,040,804.94	. ....	32,914.96

8.—Enrolment and Average Attendance of Pupils.

Total annual enrolment..	100,332	100,007	.. ...	325
Daily present on an av'ge	59,165	57,173	.....	1992

9.—Miscellaneous.

Teachers' licenses issued..	816	771	....	45
M. P. Q. certificates	543	648	105	.....
Mechanic Science pupils..	2,029	1,985	....	44
Domestic " " ..	1,677	1,715	38	.....
School libraries	234	245	11	.....
Value of libraries	$26,821	$24,072	....	$2,749
School gardens	73	81	8	. ....
In Military Cadet Corps..	290	287	....	3
Teachers in Graded Sch'ls	1,020	1,029	9	.....
Pupils in Graded Schools	51,499	51,354	....	145
T'chrs in Ungraded Sch'ls	1,558	1,597	39	.....
Pupils " "	48,833	48,653	....	180

HISTORICAL AND COMPARATIVE STATISTICS.

The historical and comparative statistics given in the following tabulations are of general interest, and explain themselves without the aid of comment:

CONSPECTUS OF PUBLIC SCHOOL STATISTICS.

(A) Before the Free School System.

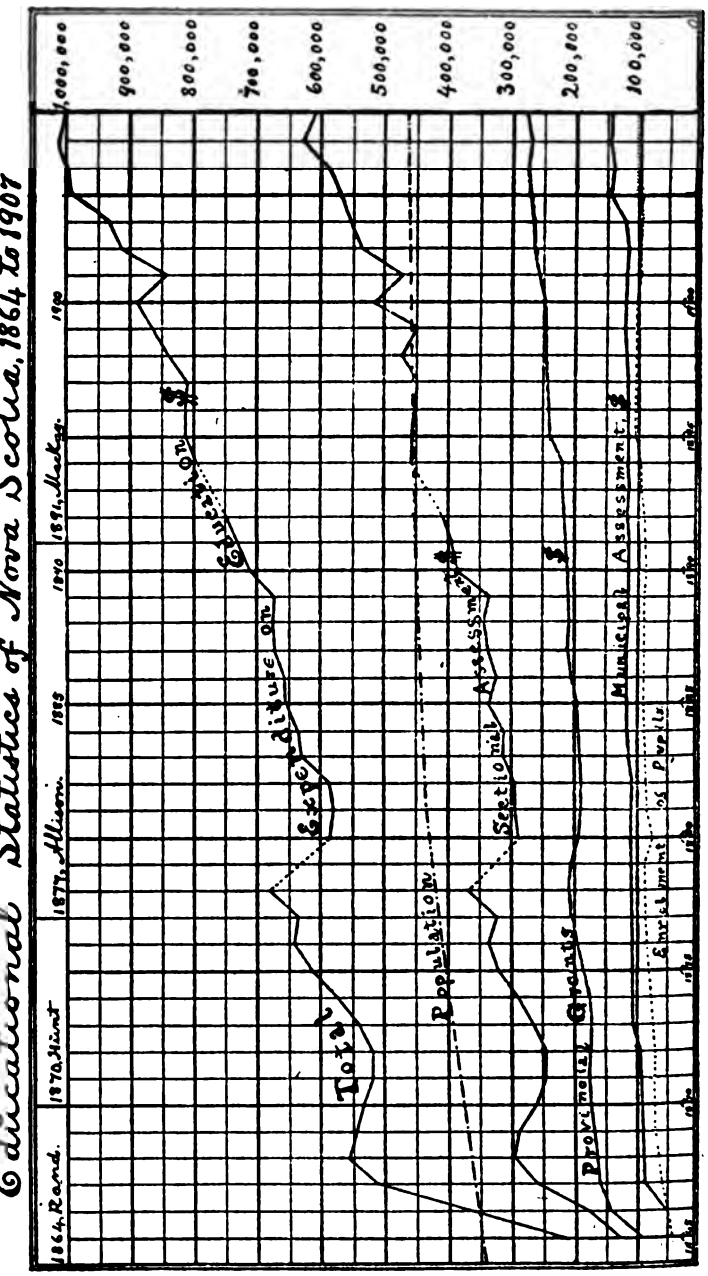
Year	Average No. of Teachers, Winter and Summer.	Average No. of Pupils enrolled, Winter and Summer	Local Funds, $4=£1.	Provincial Grants, $4=£1.	Total Cost of Schools.	Annual Cost per Pupil "enrolled."	Remarks.
1820	.....	.....	.....	.....	$ 34,720	.....	
4	217	5,514	.....	.....	.....	.....	
8	.....	6,639	.....	.....	.....	.....	
9	.....	12,000	.....	.....	.....	.....	
1831	375	12,941	$ 48,792	.....	.....	.....	Common Schools only.
2	423	11,771	31,367	$ 7,338	38,705	$3 29	
3	457	13,161	57,602	16,628	74,230	5 64	
4	444	12,573	37,468	17,865	55,333	4 40	
5	530	15,292	49,813	27,323	77,136	5 04	
6	550	16,000	60,000	28,000	78,000	4 88	
1841	648	20,910	.....	.....	.....	.....	
2	854	29,382	83,973	36,112	120,095	4 09	Common and High Schools.
3	939	29,723	92,272	34,396	126,668	4 26	
4	935	30,979	88,190	36,255	124,445	4 02	
6	1001	33,960	79,828	37,712	117,540	3 46	
7	1041	34,729	93,172	43,394	136,566	3 93	
1850	896	25,328	100,556	42,368	142,924	5 64	J. W. Dawson.
1	878	20,579	93,611	42,675	136,286	4 61	"
2	967	32,762	107,107	47,982	155,389	4 74	"
....	.....	.....	.....	.....	.....	.....	
4	907	31,010	103,608	46,642	150,250	4 85	M. & R.
....	.....	.....	.....	.....	.....	.....	
6	.....	31,307	104,047	42,355	146,402	4 68	A. Forrester.
7	1002	34,356	128,222	53,519	181,741	5 29	"
8	1127	33,742	129,672	53,319	182,991	5 42	"
9	1061	35,581	135,041	46,891	181,932	5 11	"
1860	1059	35,293	121,873	45,742	167,615	4 75	"
1	1043	33,652	129,775	46,833	176,608	5 25	"
2	1092	36,087	129,999	47,888	177,887	4 93	"
3	1072	37,483	130,664	45,472	176,136	4 70	"
4	1112	35,405	115,226	47,930	163,156	4 61	T. H. Rand.

(B). Under the Free School System.

Years.	Av. No. Teachers, W. and S. Terms.*	Average enrolment of Winter and Summer Terms.*	Daily present on an average.	Av. % of enrolments in Daily Attendance.	School Section Assessments.	Municipal Assessment.	Provincial Grants.	Total cost of Public Education.	Annual cost per Pupil in Daily Attendance.	Remarks.	
1865	916	39,461	23,572	60.0	$124,673	.....	$ 93.263	$217,936	$ 9 25	Rand.	Semi-Annual Terms.
6	1059	50,574	29,239	57.8	176,252	$ 55,462	136,821	368,535	12 60		
7	1310	65,896	36,943	56.1	262,913	91,477	162,000	516,390	13 98		
8	1390	68,612	39,781	58.2	298,659	91,958	164,750	555,367	13 98		
9	1515	74,130	43,078	58.1	286,754	91,760	167,337	545,901	12 67		
1870	1569	75,279	42,177	56.0	266,160	91,762	174,602	532,524	12 62	Hunt	
1	1620	75,995	43,612	57.4	247,209	91,762	176,174	515,145	11 81		
2	1592	73,638	40,806	55.4	245,759	95,461	171,395	512,615	12 56		
3	1624	74,297	41,392	55.3	265,274	105,029	165,562	535,865	12 94		
4	1658	76,277	44,143	55.0	287,349	107,301	175,013	569,663	12 90		
5	1775	79,123	44,229	55.3	320,130	107,396	185,565	613,091	13 86		
6	1810	79,813	45,373	56.3	338,838	106,781	194,605	640,224	14 11		
7	1888	82,364	46,690	56.8	324,550	106,833	204,266	635,649	13 61	Allison.	
8	1954	82,846	48,951	59.0	368,282	106,920	208.115	688,317	13 96		
9	1985	82,998	45,857	55.4	.....	107,181	205,575	.....	.....		
1880	1809	76,393	42 580	55.7	281,561	107,181	196,217	584 959	13 74		
1	1881	78,828	43.461	55.1	286,086	106,695	185,519	578,300	13 31		
2	1932	79,042	43,746	55.3	290,564	106,919	184,627	582,140	13 31		
3	1961	80,477	45,650	56.7	316,477	120.340	186,088	622,905	13 65		
4	2014	82 153	47,280	57.5	314,172	120.345	191,124	625,641	13 23		
5	2054	84,025	48,398	57.8	334,044	120,328	199,188	653,560	13 50		
6	2111	85,714	51,142	59.6	321,954	120.377	209,834	652,165	12 75		
7	2143	85,474	50,055	58.5	337,216	119,047	216,085	672,348	13 43		
8	2163	84,534	48,707	57.6	346,314	118,485	211,196	675,995	13 88		
9	2182	84.429	50.038	59 2	341,716	118,281	212,922	672,919	13 45		
1890	2214	85,482	49,620	58.0	377,529	118,349	213,434	709,312	14 29		
1	2229	83.548	49,347	59.0	393,077	118,301	213,906	725,284	14 69	MacKay.	
2	2268	85 077	50,975	59.8	410.017	120,127	216.430	746,574	14 65		
3	2319	94,899	50,103	52.8	413,448	89,623	166,040	669,111	13 35	(¾ year*).	Annual Term.
4	2351	98,710	51,152	51.8	454,200	120,507	220,436	795,143	15 54		
5	2399	100,555	54,006	53.7	453,144	119,900	238,760	811,804	15 03		
6	2438	101,032	54,015	53.4	450,972	120.018	242.345	813,335	15 05		
7	2485	100,847	54,922	54.4	448,263	119,602	242,811	810,676	14 76		
8	2510	101,203	57,771	57.0	473,104	119,869	245,837	838,810	14 52		
9	2494	100,617	55,919	55.5	447,9 6	120,082	246,462	814,450	14 56		
1900	2557	100.129	56.224	56.1	519,620	119,923	248,309	887,852	15 79		
1	2492	98,410	53,643	54.5	470,108	119,876	254,778	844,762	15 75		
2	2492	99,059	55 438	55.9	538,851	117,376	257,616	913,843	16 48		
3	2494	98,768	55,213	55.9	552,350	121,016	263,092	936,458	16 94		
4	2441	96,886	54,000	55.8	569,745	146,382	268,904	985 031	18 24		
5	2566	100,252	56,342	56.3	576,560	145,627	271,657	993.844	17 64		
6	2578	100,332	59,165	58.9	655,705	147,088	270.925	1073,720	18 15		
1907	2626	100,007	57,173	57.1	616,430	146,958	277,415	1040.805	18 20		

*In 1893 the transition was made from the school year of *two* terms ending on the 31st October to the school year of *one* term ending on the 31st July. This school year, therefore, consisted of the nine calendar months from the first of November to the 31st of July, 1893 From this date the *second* column of the table above gives the "No. of Teachers during the year," and the *third* column gives the "Annual Enrolment."

Curves of the more important of these statistics are shown on the next page.


Educational Statistics of Nova Scotia, 1864 to 1907
1864, Rand.
1870, Hunt
1877, Allison.
1885
1890
1894, MacKay.
1900
1,000,000
900,000
800,000
700,000
600,000
500,000
400,000
300,000
200,000
100,000
Total
Expenditure on Education $
Population
Sectional Assessment $
Provincial Grants $
Municipal Assessment $
Enrolment of Pupils

SCHOOL EXPENDITURE PER CAPITA OF "AVERAGE ATTENDANCE" IN THE UNITED STATES OF AMERICA, NOVA SCOTIA AND ONTARIO, FOR THE SCHOOL YEARS ENDED AS FOLLOWS:

YEAR.	The United States.	North Atlantic States.	South Atlantic States.	South Central States.	North Central States.	Western States.	Nova Scotia.	Ontario
1871..	$15 20	$18 31	$10 27	$ 9 06	$14 87	$21 87	$11 81	.....
1872..	15 93	18 86	10 46	9 08	16 36	23 57	12 56	$11 55
1873..	16 06	19 89	9 25	8 39	16 53	25 04	12 94	.....
1874..	15 85	19 89	9 01	7 55	16 57	24 36	12 90	.....
1875..	15 91	20 17	9 98	7 51	16 60	26 85	13 86	.....
1876..	15 70	19 14	8 65	6 70	16 91	26 35	14 11	.....
1877..	14 64	17 89	7 68	6 25	15 93	24 69	13 61	14 23
1878..	13 67	16 55	7 21	5 98	15 08	25 82	13 96	.....
1879..	12 97	16 05	6 76	5 65	14 22	23 39	.....	.....
1880..	12 71	15 64	6 60	5 40	14 39	22 59	13 74	.....
1881..	13 61	17 14	7 22	5 72	15 19	23 81	13 36	.....
1882..	14 05	17 35	7 63	6 25	15 79	24 32	13 31	14 27
1883..	14 55	18 17	7 46	6 17	16 69	25 39	13 65	.....
1884..	14 63	18 37	7 44	6 26	16 90	24 69	13 23	.....
1885..	15 12	19 19	7 32	6 74	17 53	26 31	13 50	.....
1886..	15 06	19 11	7 33	6 93	17 45	25 52	12 75	.....
1887..	15 07	19 38	7 33	6 88	17 45	24 85	13 43	15 18
1888..	15 71	20 60	7 61	6 60	18 29	27 38	13 88	.....
1889..	16 55	21 64	7 77	7 12	19 30	29 37	13 45	.....
1890..	17 23	23 58	7 78	7 28	19 70	30 57	14 29	.....
1891..	17 54	23 66	8 52	7 78	19 42	33 42	14 69	.....
1892..	18 20	24 89	8 74	7 82	20 13	33 55	14 65	16 15
1893..	18 58	25 91	8 65	7 72	20 62	33 57	*13 35	.....
1894..	18 62	26 21	8 61	7 58	21 29	29 06	15 54	.....
1895..	18 41	26 84	8 58	7 69	20 26	27 32	15 03	.....
1896..	18 76	28 45	8 87	7 60	20 09	27 16	15 05	.....
1897..	18 67	28 77	9 32	7 09	19 75	25 86	14 76	15 59
1898..	18 76	29 34	8 97	7 09	19 47	28 29	14 52	.....
1899..	18 99	29 11	9 79	6 92	20 32	26 52	14 56	16 28
1900..	20 28	31 82	9 69	7 37	21 12	30 98	15 79	17 40
1901..	21 14	33 52	9 61	7 54	22 26	31 46	15 75	.....
1902..	21 38	33 28	9 79	8 00	22 84	31 59	16 48	19 93
1903..	22 75	35 19	10 17	8 92	23 98	32 85	17 64	21 02
1904..	24 14	36 75	10 57	9 58	25 70	35 66	18 24	22 74
1905..	25 40	38 50	11 54	10 44	26 87	34 03	17 64	24 95

*Three-fourths of a year.

EXPENDITURE "PER PUPIL IN AVERAGE ATTENDANCE" IN EACH STATE OF U. S. A., IN ONTARIO AND IN NOVA SCOTIA, FOR THE YEAR 1905—ARRANGED IN ORDER OF AMOUNTS:

Nevada	$49 69	Oregon	$26 27
New York	47 40	Indian Territory	25 10
Massachusetts	44 87	**Ontario**	**24 97**
Colorado	41 89	Michigan	23 60
District of Columbia	41 28	Idaho	22 39
California	40 80	Kansas	22 08
Montana	39 28	Missouri	21 46
New Jersey	37 78	Maryland	21 32
North Dakota	37 27	Maine	20 65
Rhode Island	36 92	Delaware	17 93
Arizona	32 67	**Nova Scotia**	**17 64**
Wyoming	31 78	West Virginia	16 95
South Dakota	31 61	Oklahoma	16 49
New Hampshire	31 22	Louisiana	14 83
Pennsylvania	30 60	New Mexico	14 09
Minnesota	30 19	Texas	12 76
Utah	29 50	Florida	11 30
Connecticut	29 27	Virginia	11 05
Nebraska	28 64	Arkansas	9 43
Wisconsin	28 34	Kentucky	8 59
Ohio	28 21	Tennessee	8 41
Illinois	28 11	Mississippi	8 01
Indiana	27 67	Georgia	7 47
Iowa	27 47	Alabama	7 03
Vermont	27 39	North Carolina	6 90
Washington	27 09	South Carolina	6 51

Central Building of Technical High School, Charlottenburg (Berlin), Germany.

School Sections.

There have been a few consolidations of small sections, one division of a section and a few new sections effected during the year, resulting in a net increase of two. There are now, therefore, 1,830 organized school sections in the province. The regular size of the school section is the area covered by a two mile radius revolving around the school house as a centre, and contains in round numbers about 8,000 acres. The irregularity of the geographical features of the country in many places prevents the formation of this ideal territory. Sometimes it must be narrow, bounded by two inlets on the coast or running along a narrow river valley with no settlements beyond. These linear sections are limited in length by the fact that it is not convenient for young pupils to walk more than two or two and a half miles to school; and, therefore, they cannot well exceed five miles in length without providing for the carriage of those more distant a portion of the way. This is so expensive, that under ordinary circumstances there is great reluctance to attempt any such arrangement. Such sections are likely to be weak from the point of view of taxable property for the support of school. As the geographical conditions do not allow of its enlargement, its smallness is looked upon as necessary, and can therefore be placed by the District School Commissioners on the list of Poor Sections entitled to 50 per cent. more Municipal Fund and 33⅓ per cent. more of Provincial Aid.

What is Wrong in Organizing Small Sections?

A tendency is observed in some places, even in poorly settled districts, to make the school section smaller than the size recommended, in some cases being unnecessarily of no more than half the standard size. When District Boards create such sections, they are doing an injustice to (1) the other sections of the municipality, and (2) to the teachers of the province. (1) Because every such undersized section takes $25 out of the money to be distributed according to attendance of pupils within the municipality; and (2) because the provincial aid paid to the teacher of a few pupils in such a section has been deducted from the grants paid to teachers throughout the province, the most of whom are teaching full sized schools. For instance, a county which now contains a large number of closed schools, had for years been receiving at the expense of the teachers of the province, twice as much Provincial Aid as it was fairly entitled to, just because the school sections were on the average only one-half of their proper size. This is one reason why District Boards should never give corporate existence to an undersized school section. Another reason is found in the fact, that, especially in thinly settled communities, a small section is not likely to have means enough to

supplement the other grants by local assessment in order to support a school. The half-sized school sections of some counties got along all right when they could get teachers for the municipal and provincial grants alone—before the business boom in Cape Breton. Now, when following the same policy, the schools must be closed. They are encouraged to persist by some who tell them there should be no local taxation, that all the money should come from some other source, and that the small sections should not be reduced in number and increased in area and taxable property. Slowly but surely, however, the people are beginning to understand the problem, and a commission working with Inspectors Macneil and MacKinnon has already met with encouraging success in strengthening school sections in the Island of Cape Breton. The results of these labors will appear in the statistics of the next school year.

To provide for the abolition of sectional assessment throughout the province would entail the addition of about $700,000 annually to the present enlarged educational expenditure from the Provincial Treasury, with no perceptible general improvement, but with the constant complaint of insufficient grants for the support of the kind of schools locally desired. Any such amount from the Treasury would be an impossibility unless direct taxation should be imposed to the same amount throughout the province. Sections which would willingly tax themselves high for a school of which they are proud, would have to be content with an average grant such as would keep a school where they are now closed. But unhappily for these latter sections, they would be taxed the regular provincial rate, instead of being free from taxation as desired. The scheme would destroy the local feeling of responsibility and pride in the schools which is the glory of the present system in all intelligent and progressive communities.

The legislature has already provided for the aid of "poor" sections which cannot be enlarged, by providing that one-third more of Provincial Aid and one-half more of the Municipal Fund may be granted. And municipalities are empowered to raise their school fund to double the original rate of 30 cents per head of their populations. Inspectors have been given powers to establish a school in vacant sections, and to have a local rate collected by the officers of the municipality.

The Vacant School Problem.

This problem has already been practically solved in the twelve western counties of the province, which all together report only 46 closed schools. This is less than an average of four for each county. In many of these there are no children of school age. In others the sections are small and so near the schools in the neigh-

boring section, that all the pupils are in attendance at school. In a few the lack of school is accidental for the year only.

It is in the six eastern counties the problem still exists, where we find 121 sections without school—an average of 20 per county. There are school sections in the west naturally as poor as those in the east, and the same law exists for each. The main difference is the industrial activity in immediate proximity to the six eastern counties—the four counties of the island of Cape Breton, with Antigonish and Guysboro. The numbers of vacant school sections in each for the last two years are as follows:—

County.	1906.	1907.	
Inverness	30	38	
Victoria	12	14	
Cape Breton	38	32	Improved
Richmond	6	6	
Guysboro	14	15	
Antigonish	19	16	Improved
	119	121	

The Western Counties.

County.	1906.	1907.	
Pictou	4	4	
Colchester	7	6	Improved
Cumberland	10	7	Improved
Halifax	9	7	Improved
Hants	3	2	Improved
Kings	4	2	Improved
Annapolis	3	5	Two new sections
Digby	5	2	Improved
Yarmouth	2	1	Improved
Shelburne	1	1	
Queens	7	3	Improved
Lunenburg	13	6	Improved
	68	46	

In the year 1904, the vacant schools reached their maximum of 240. In 1906, this number was reduced to 187. In 1907, it has been reduced to 167, an improvement of 20.

The French Schools.

In the district of Clare it used to be difficult to obtain teachers for the Acadian Schools. But our fellow citizens of French origin appear to have coöperated so successfully with the educational

administration that in the whole of Digby county there have been only two vacant schools, and in Yarmouth only one. Some of our Acadian teachers are now among the more scholarly of the profession, being able to use at least two languages fluently.

Small Rural Schools.

There were very nearly 300 schools (297 exactly) having less than 20 pupils in school for any portion of the year. This is an increase of 24 on the previous year. In round numbers we find that there were about 300 schools in the province having an average daily attendance of less than seven pupils each. The teacher of each such school draws as much provincial grant as teachers having fifty pupils each, and in the case of "poor" sections *one-third* more. The sections also draw the $25 (or one-half more if "poor"), from the municipality just as completely as if there were 50 pupils instead of only seven.

This fact demonstrates that the education laws are very favorable in Nova Scotia to schools with few pupils. It also shows that our inspectors can not have been taking their work easy, or else we might have as large a proportion of vacant schools as are found in other provinces. Hence the fact, that Nova Scotia is known abroad as having the largest number at school according to population, of any country in the world.

On page 55 will be found a table giving these and other details for each municipality. There are 51 small schools in Pictou county, 34 in Cumberland, 30 in Colchester, 23 in Annapolis. The majority of the larger schools are those having from 20 to 40 pupils, 711 in all. Rural schools with one teacher and more than 40 pupils, number 428.

There are 206 school sections with graded schools, having 1,029 teachers and more than one-half of the pupils in the province, 51,354. In these graded schools which are found only in populous settlements, villages, towns and cities, there are nearly 50 pupils attending school for each teacher. First Class teachers in these schools draw double the Provincial Aid of Third Class teachers, who are generally found in the small rural schools; but they teach under more favorable conditions four or five times as many pupils. The Provincial Aid per pupil attending school is therefore expended at a greater rate in the small rural schools than in the large schools of the towns and cities. This is a compensation to which no objection is likely to be made so long as the small sections are made as large as their geographical peculiarities will admit up to the normal size prescribed. Two or three times as much Provincial grant is paid per pupil in the small rural schools as is paid per pupil in the large sections with teachers of the same Class.

The Teachers Employed

are shown classified in Table II, page 4. The males decreased in number from 366 to 354 during the year, while females increased from 2,212 to 2,272, making a loss of 12 in the one case, and a gain of 60 in the other—the total increase of teachers being 48. In 1864, there were 615 male teachers and only 498 female. In 1870, the proportion began to be reversed, 767 to 798. Since that date there has been a regular movement to the present proportion 354 to 2,272.

Their average salaries in each county are shown on pages 22 and 23. During the year the average variation of salaries from the sections, were as follows:—

	Male.		Female.	
Class A	$18.20	Increase.	$ 5.04	Decrease.
" B	38.61	Increase.	14.27	Increase.
" C	54.97	Increase.	2.59	Increase.
" D	15.79	Increase.	1.82	Decrease.

This proves that male teachers, although becoming fewer, are rising in estimation. The average total salaries for the year were as follows: —

	Male.	Female.
Class A	$897.72	$537.07
" B	521.14	334.42
" C	358.23	249.90
" D	214.20	182.96

An improvement is also indicated by the fact that 1,048 teachers instead of 952 of the previous year, continued teaching in the same section. The stability of the profession is increasing.

The Academic teachers employed were as follows: —

Classical and Scientific	5
Classical	57
Scientific	25

Latin in the High School Grades.

While the number in the high school grades increased by only seven, the number of those taking Latin increased by 228—from 1,650 to 1,878. Taking the population of Nova Scotia at 460,000, and of Prussia at 35,000,000, and the students in all grades of the Gymnasia and Realgymnasia of Prussia as taking Latin, a larger proportion of the population in Nova Scotia is studying Latin in any given year than in Prussia. As in the Prussian high schools

the pupils begin Latin at least three years earlier and generally aim at a nine years course, while in our high schools we merely aim at a three years course, it follows that the total proportion of our high school students who study Latin in their school course is at least three times greater than in Prussia per similar unit of population. Hereafter, according to the revised High School Program for the province, foreign languages can be taken *instead* of any other subject except English. From 1893 to 1907, foreign languages might be taken in addition to a group of eight subjects imperative on those who would become teachers.

Program of Studies.

On page 12 will be found the numbers in the common school grades taking special subjects; on the following pages, the numbers in each grade of advancement from the kindergarten to grade xii; and in the tables ix, x, and xi, pages 15 to 18, the numbers taking each separate subject in the high school course.

On the recommendation of the Advisory Board of Education, the Council prescribed the provisional high school program published in the October *Journal of Education*, to which reference must be made for detailed information. The committee of sixteen appointed by the Provincial Education Association has also been working specially on the program of the common school grades, and must report at the latest to the convention next fall. If every one is not satisfied with the changes, all can at least be aware that there is no lack in the consulting of a multitude of counsellors. After all is done, there is the final test of trial, which may help to decide moot points with more or less general agreement.

Technical Education.

The work of this new sub-department for the short time it has been in existence is outlined in the report of Professor F. H. Sexton, beginning on page 68, and in the courses of study for the local technical schools published in the October *Journal of Education*, page 168. The Act itself may be found in the last April *Journal of Education*, page 102. These arrangements will, to a large extent, meet the needs in the larger industrial centres. But the rural schools themselves function to some extent as technical schools. The English language is being demonstrated to the pupil from the very beginning, to be the necessary instrument for successful communication with the world. Arithmetic is being applied from the very commencement to practical matters in which the pupils can be interested. Writing is not only taught so as to be distinctly legible, but to be good, as should all pupils' hand work be before passing from one exercise to another. The nature of things around them and liable to affect them, is being studied by observation and experiment, so that they may have that knowledge

TECHNICAL HIGH SCHOOL, DRESDEN, GERMANY.

which is power over nature and environment to make their lives comfortable for themselves, and useful to others. This, our trained teachers are learning more successfully to do from year to year, making our rural schools a fitting preparation equally for future professional, industrial or commercial careers. But two-thirds of our teachers were never specially trained to teach, and there are still many who would exploit the profession as a temporary money-making industry. It is now full time that such a policy, in the interests of the general public, should disappear. For what technical and vocational education has done and is doing in Europe, see pages xxxvii to xlvii following.

Encouragement for the Teaching Profession.

The Provincial Aid given to teachers has been fixed at the original maximum, and those who have taught thirty-five years, or who at sixty years of age have taught thirty years, can retire with an allowance as follows :—

Class D	$ 60	per annum.
" C	90	" "
" B	120	" "
" A	150	" "

To this the school section is authorized to add a local supplement, which the City of Halifax has already provided for. The same annuity is allowed those who, after teaching twenty years, become totally disabled while in the profession. From the wording of this clause of the Act, some have been under the impression that if a doctor should certify that a teacher is not fit to teach at any time, that they could take a year off to recuperate and receive the full allowance. But it was not intended to provide for vacations of this kind, which would be very numerous,—hundreds every year,—but only for the pathetic cases which can be accurately described as cases of *total* disability. The amount paid out for the annuitants during the year, was $4,195. The list is still growing, and promises to reach $6,000 next year.

Improvement of the Teaching Profession.

Now that the general public as well as the government are doing more for the profession than ever before, it is fitting that at least the higher classes of teachers should be required to have some special training for their work. The new minimum professional qualification syllabus recommended by the Advisory Board of Education and prescribed by the Council is a substantial step in this direction, The Provincial Normal School, with its ample equipment and affiliation with the College of Agriculture, is one of the most ideal institutions for the training of teachers. Unfortunately, its graduates are so appreciated in the western provinces of Canada, that they are induced to leave by the offer of larger salaries, as

soon as they serve their term of three years. But the growing appreciation of the more intelligent school boards of their native province will, it is hoped, in due time offset this inducement.

Physical Culture in the Schools.

For a number of years the following regulation was published in the Register of every school; but only in the case of Normal trained teachers, and a few of the specially trained teachers in the better schools, such as the Mount St. Vincent Academy for girls, was the object of the regulation fully understood, and effectively carried out:

Physical Exercise and Military Drill.—Physical exercise should be given for a few minutes in the middle of every session over one hour in length. At such times it is beneficial even to pupils who have walked a long distance to school and who are accustomed to active work at home. The younger the pupils the more often such exercise should be given, in order to maintain physical restfulness and mental activity during the time for study. These exercises should always be made the occasion of training the pupils to maintain the most healthful and graceful position of the body in sitting, standing and moving. This training is as much the duty of the teacher as the other work of the school.

Military Drill is the latest result of the experience of generations of practical men in devising the most effective manner of training numbers of men to move in the most convenient order and under the fullest control. It is, therefore, particularly adapted to the movement of pupils in all schools, for girls as well as boys. Apart from other considerations, the fact that the children from various schools are often likely to be massed together, makes it desirable that the same system should be followed exactly everywhere. The best system, and that which is most likely to be useful in the widest extent, is the standard modern military drill. All teachers are required to make as practical an acquaintance as possible with the system of military drill at least as far as "squad drill," and to have their pupils drilled to stand and move smartly. Inspectors are directed to mark no school work under this head, no matter how good, higher than "fair," unless he has had an opportunity of observing the *Military* drill.

To demonstrate the importance of this subject, I cannot do better than show what the educational administration of Great Britain has been doing from 1900 to 1907 in order to discover the best course to pursue. The experience of specialists, medical and military authorities with the widest opportunities, and the best systems of physical culture in foreign countries, were all utilized, not in a single great effort, but in a continuous series of efforts. The results of their deliberate, extensive and expensive studies, tests and trials, we propose to adopt as formulated in a small, cheap, illustrated manual. From the annual report just published, I quote a sketch of those efforts, which show the great value attached to this branch of education in the motherland.

From the British Education Report for 1907.

"There is no subject that has more earnestly engaged the Board's attention since the last Annual Report than that of Physical Exercises of a proper kind for pupils in the different types of institution which come

under the Board's jurisdiction. Real public interest in this question is of comparatively recent growth; but for many years past the Board have been endeavoring to stimulate it in various ways. In the Report for 1899-00, the Board remarked that 'the higher grant for discipline and organization is not paid to any school in which provision has not been made for instruction in Swedish or other drill, or in suitable Physical Exercises.' In the next year they reported that they had 'conducted during the past year, with the assistance of the War Office, an inquiry into the forms of Physical Training in use in Elementary Schools.' As a result of this inquiry it was decided that, in order that the training may be of the greatest benefit to the children in the schools, further guidance should be given to the managers as to the kinds of exercises which are suitable and as to the conditions under which the instruction should take place, and to call attention to a Model Course of Instruction which has been used, and is obtainable, through usual channels. This Model Course is carefully adapted from the latest edition of the exercises approved by the War Office, and consists of two parts, the first of which deals chiefly with drill, and the second with exercises of the body. The Model Course is not compulsory, but schools are allowed the option of submitting alternative schemes for approval. The Board reported next year to Your Majesty that 'Physical Training is now (1901-2) regarded as an integral and important part of the curriculum of every Public Elementary School.' In September, 1902, on the recommendation of a Departmental Committee, which had been engaged in considering the question since 1900, the Board issued a new and fully illustrated edition of the Model Course referred to. At the same time, the President appointed Colonel G. Malcolm Fox (formerly Inspector of Army Gymnasia) to be their Inspector of Physical Training, and he at once succeeded in stimulating the interest both of managers and teachers in this important subject. Many thousands of teachers attended classes of instruction and used the knowledge they had thus gained in training the children under their charge. The Model Course itself, however, did not escape criticism from those who were competent to express an opinion, and the Board therefore appointed jointly with the Scotch Education Department, an Inter-Departmental Committtee, which included in its members representatives of the Medical and Teaching Professions, to examine the Model Course, to judge how far it should be followed in order to produce a Model Course, or Courses, adaptable for the different ages and sexes of the children in public elementary schools. The Board reported at the same time, 'Meanwhile they are satisfied that substantial progress has been made, both in the training itself and in the favor with which it is regarded, and also that the importance of this part of the Elementary School Course in relation to the physical condition of a large portion of the nation, is more clearly recognized.'

Syllabus of Physical Exercises, 1904.

"The Inter-Departmental Committee issued its report in March, 1904, and included in the report, which was of great interest and importance, a Syllabus of Physical Exercises. This syllabus the Board published in convenient form with illustrative drawings, and in their Annual Report for 1903-4, they said: 'Emphasis is rightly laid (in the Syllabus) upon the twofold aim of Physical Exercises; on the one hand the improvement of health and physique, and on the other, the development of alertness, decision, concentration, and perfect control of mind over body. But the wise prosecution of these aims is impossible, unless due regard is had to the general conditions of life under which the children in any particular school are living, and unless care is taken to obtain skilled advice in dealing with abnormal children.' The Board did not rest content, however, with issuing and recommending the new syllabus, but in 1905 they included in the volume of 'Suggestions for the consideration of Teachers,' a special chapter upon Physical Training, in the course of which the 'importance of organized games as an educational factor' in schools is emphasized, and they added that they desired 'to call special attention to the fact that such work is of greatest importance amongst the less fortunately situated

children.' This expression of opinion was followed by a change in the code for 1906, which provided that 'if suitable arrangements can be made, a part of the afternoon period may be devoted to cricket, football, hockey and rounders for the boys, and similar appropriate games for girls.'

"Though this short retrospect of the Board's action in the matter of Physical Training, especially in Elementary Schools, will show that the matter has received considerable attention in the past; yet the more they inquire into the matter, the more completely they are convinced that the present provision is very inadequate, not only in Elementary Schools, but also in Pupil Teacher Centres and Training Colleges, aspects of the subject referred to again below. The serious effects which are noticeable amongst girls in Pupil Teacher Centres formed the subject of a striking paper read before the International Congress on School Hygiene, in August, 1907, by Mrs. Scharlieb, M. D., M. S., the materials upon which the paper was based having been the outcome of a special investigation conducted by the Board into several Pupil Teacher Centres, and placed at her disposal for the purpose. Very much obviously remains to be done in spite of past efforts, and the Board are taking active steps to secure more thorough improvements in each type of Educational Institution.

"In April, 1907, they sent Colonel Fox, their Inspector of Physical Training, and Mr. Phillips, H. M. I., on a special mission to Sweden to inquire into the methods and organization of physical training in that country. The Inspectors were received with the greatest kindness and courtesy, and their joint report to which some notes upon physical training in Denmark, by Major Salmon, were appended, has been issued as one of the Board's series of Educational Pamphlets, and widely circulated among Local Education Authorities and other bodies and persons likely to be interested.

Methods of Organizing.

"The best way of organizing the physical training of the school children within an area is one which still has to be determined by actual experience. Should special teachers of the subject visit the different schools, or should the regular teaching staff of each school be properly trained to give the instruction? In all probability it will be found, as indeed the Inter-Departmental Committee suggested, that to some extent both courses will need to be followed. It is very desirable that suitable recreative exercises should be given on several occasions during each day to each of the classes in every school, and if this is to be done, and done intelligently and consistently with the principles underlying the more serious physical training, the work must be taken by the regular staff, who must know enough to recognize which children should be excused and for which the exercises need modification. That is why it is essential that the physical training given in Training Colleges should be far more thorough and receive more attention than it often does at present. It is not enough for the young men and young women students in Training Colleges to be provided with sufficient Physical Exercises (whether by games or otherwise) for their own health and physical development—important as these are. They must leave the Training College properly trained to enable each of them to give physical exercises to children in Public Elementary Schools, with an intelligent regard to the physiological questions which must receive attention if good instead of harm is to result. Physical training, the Board are firmly convinced, must be considered at least as important in Public Elementary schools as lessons in history or geography, and the time has come when due recognition of this fact must be found in the curricula of our Training Colleges, and in the qualifications of the students after passing through the Training College Course. The Board are at this moment conducting a special investigation into the courses of physical exercises actually being given in the Residential Training Colleges, and they intend to leave no stone unturned to improve this side of their work. The whole question is one of much too grave national importance to suffer hesitation or delay."

THE CONCLUSIONS WE ARE CONSIDERING.

"When, however, all that is possible has been done in the way of quipping the teachers to take their proper part in this fundamentally mportant work in the schools, it will certainly prove necessary for each rea to have a small highly skilled staff of physical instructors who will isit the schools from time to time, will take some of the more important raining themselves, will give supplementary courses for teachers who, for ne reason or another, are not yet up to the proper standard of acquirenent, and will be able to assist them tactfully in dealing with difficult or oubtful cases. Already men are available in different parts of the country ho have been suitably trained on the modified Swedish system now dopted by the War Office for the Aldershot Training Courses, *in place of he military drill formerly in vogue*, which subordinated the balanced delopment of the whole body to the acquisition of gymnastic dexterity and ormal precision. These instructors, if they are men of tact, education and udgment, will be able to conduct classes for teachers where local authoriies see their way to organizing them, and will in time do much, the Board ope, to improve the work of the existing Elementary School Teachers long sound physiological lines, with the single aim of improving the phyical condition of the children *and without the military bias which so seriusly damaged the educational value of the earlier systems.* These children, it nust never be forgotten are forcibly retained in school by the machinery f the State, for five hours daily on five days of the week for over forty eeks each year, during nine years of their lives. It is the imperative duty f the Local Authorities (and of this Board as supervising their work) to ecure that these little ones shall have at least as good opportunities for mproving and developing their physique as their minds. It would be a uty to the child, were a healthy body not a condition precedent to effectve school education. As it is, there can be no justification for making the ational education compulsory, unless this duty is fulfilled by those who mpose the compulsion."

The italicizing and headlines in the above extracts are mine.

The Militia Department of Canada apparently recognized that, f the work in physical culture prescribed for the schools of Nova Scotia were effectively done, the pupils would leave the chools for their life work with healthy and symmetrically developed odies, trained to orderly movements, in perfect control under a ystem of command the same in every province of the Dominion, f not also in every portion of the Empire.

Should the dire necessity of a call to arms arise, these pupils grown up to the estate of men would be in a better position by far, han if they were called out to camp from their several avocations t no inconsiderable cost to the productive industries of the country for a month of elementary drill. But at this stage several nonths of drill would not rectify the clownish poise of body, the nnorderly habits of movement, the lack of attention and of the pirit of subordination—all of which could be remedied in the unoccupied days of school life, with infinite advantage to the strength, the general presence, and the deportment of the young people. In other words, it is better for all purposes that the pupils n their school days should be developed all round, when it can be done most economically, and when it will prevent mistakes of habit

and neglect which might seriously cripple their power through life. If the boys are educated to move orderly and in control at school, there is less need for calling them from their work as men to undo old habits and try to form a new one.

Whatever the determining reason was, however, the militia department made an offer which appears to be of as much value to the school system of the province as it can be to the militia department of the Dominion. Briefly, the offer is this:

1. If the province really makes its physical training course effective in the common school grades (6 to 14 years of age), adopting the British syllabus of exercises, by requiring all except the lowest class of teachers to obtain a certificate of competency, the Dominion will supply a specially trained instructor at the more important centres of the province to give a three weeks course of instruction to these teachers and grant those competent the grade B Physical Training Certificate.

2. And if male teachers obtain a grade A Military Training Certificate at any military school (which they can attend free of charge), and take charge of a company of Rifle Cadets, and drill their pupils of high school age, they may on report of the inspecting military officer, obtain from the Militia Department a grant of $50 or $100, according to the conditions to be arranged.

The Offer in Detail.

The more precise form of the offer was published in the last October *Journal of Education* for the information of all concerned, and to give an opportunity for the fullest criticism. In order to make the proposition summed up so briefly above quite clear, I quote the full terms. With the two ideas in mind, (1) of physical culture in the common school grades, and (2) of physical and military drill for boys of high school age, the proposal can be understood in detail.

Physical Training and Drill in Public Schools.

1. The Nova Scotia Educational authorities will enforce more generally their existing regulations which prescribe the practice of physical training and military drill in all public schools, and will further adopt a system uniform with that of the other provinces of Canada and Great Britain, suitable to the age and sex of the pupils, and will encourage the formation of cadet corps and rifle practice among the boys of high school age, on the understanding that the Militia Council, on its part, will:—

(a) Provide competent instructors, at convenient places and seasons, in order to enable teachers, both those now employed in Nova Scotia, and those under training for such employment, to qualify themselves to carry out physical training and military drill; and will also

(b) Grant an annual bonus to such qualified teachers as actually impart this instruction, provided that they make themselves eligible for this bonus by becoming members of the Militia Force.

2. As regards the instruction of the teachers already employed, there appear to be four centres, at or near which a sufficient number of teachers are employed to enable classes to be formed and carred on in the evenings, without interference with the ordinary day's work, viz.:—Halifax, Sydney, Truro, Yarmouth. and possibly a fifth at Pictou or New Glasgow or Antigonish, may be added. Each course would be followed by an examination.

3. For the benefit of the large number of teachers working out of reach of these centres, it was agreed that instruction might best be provided during the summer vacation, either at the Vacation School held at Truro, or at the Summer Science School of the Atlantic Provinces, wherever held. It is proposed in these cases to hold two courses of three weeks each, at each place, followed by an examination.

4. The Militia Department will provide the instructors required, dates and places being settled by agreement with the Education Department of Nova Scotia.

5. In order to provide for the instruction of those students who are qualifying to become teachers, the Militia Department will also provide a competent instructor to conduct a course of Physical Training and Military Drill at the Normal School, Truro, at dates to be hereafter arranged with the Education Department.

6. In future the Education Department will, before granting a teacher's license higher than third class, require a certificate of competency to instruct in Physical Training and Elementary Military Drill. This certificate grade B (Physical Training) will, if desired, be issued after examination by the Department of Militia and Defence.

7. The Education Department will within three years from the close of the present school year, give an opportunity (as in 2 and 3 above) for all teachers above the third class who have been licensed without the certificate of grade B (Physical Training) to obtain this lower certificate, so that no school of higher grade than third class need be without a teacher competent to give the prescribed physical drill effectively in all the departments of the school.

8. The certificates issued will be of two grades:—

Grade A (military) will represent competency to instruct in both Physical Training and advanced Military Drill, including rifle shooting, and will be issuable to male teachers only, upon their passing a satisfactory examination after a course of instruction carried out at, or under the supervision of a Military School of Instruction.

Grade B (Physical Training) will represent competency to instuct in Physical Training and Elementary drill and will be issuable to teachers of both sexes.

9. The Militia Department will pay the annual bonuses referred to in paragraph 1 to those teachers only who hold Grade A (military) certificates and actually instruct the pupils, and are in addition Officers of the School Cadet Corps or members of the Militia.

Under the existing regulations for Cadet Corps, the Department of Militia grants to Instructors of Cadet Corps who are on the instructional staff of the School or College concerned, and who attend and obtain a qualifying certificate at any of the Infantry Schools of Instruction, the same transport and allowances as are paid to officers of the Militia for similar attendance.

The annual bonuses will be paid upon the certificate of an Inspecting Officer of the Militia that the instruction imparted is satisfactory.

10. The Militia Department will draft a syllabus of the work required to be done by a School or College Cadet Corps in order to entitle a teacher to the annual bonus, and will conduct the necessary examinations. Until Cadet Corps possess in their officers qualified instructors, this work of instruction will be carried out by instructors detailed by the Militia Department, so far as practicable.

11. The new system will, so far as possible, be brought into force on August 1st, 1908.

12. The system of Physical Training adopted, should be such as to lead on naturally, without change, to the system of drill in force for the Canadian Militia. With this object the Syllabus of Physical Exercises in use in British Elementary Schools will be followed, for the present at any rate. It will be supplemented for more advanced training and rifle practice by the official "Infantry Training" in use by the Canadian Militia.

The instruction given in the schools will be such as is suitable to the age and physical condition of the pupils.

13. The Department of Militia will be prepared to supply for the use of Cadet Corps, belts, caps (if desired), a proportion of arms and ammunition, and in addition drill books for the more advanced training. Uniforms if worn, must be supplied by the schools themselves.

14. The amount of the bonuses to be paid by the Department of Militia and the minimum number of boy members necessary to enable a Cadet Corps to be formed (upon the instruction of which the grant of the annual bonus depends) will be fixed after discussion between the Department of Militia and the Education Department of the province.

What is not New in the Plan?

(1) Our Normal School trained teachers are already receiving this training and transmitting it to their pupils. At the Teachers' Normal Institute in Antigonish last October, a lady teacher from Victoria county gave each morning an excellent demonstration of the training of a class of boys to the teachers of the six eastern counties present. In the City of Halifax and elsewhere, some of our best teachers have taken, and others are taking, a training course from military experts at their own expense. Present text books are varied, defective, and mutually conflicting.

(2) In the high schools, Rifle Cadet companies have for several years been regularly organized and drilled, but with no special remuneration to the teacher.

What is New?

(1) A simple, cheap, well illustrated syllabus of exercise, price ninepence. No license higher than third class to be granted without the new grade B Physical certificate. Three years grace given to licensed teachers to obtain the said grade B certificate, for which opportunities will be given to obtain it at summer and vacation schools, and at centres such as Halifax, Sydney, Yarmouth, Truro.

(2) $50 or $100 for the grade A (military) male teacher who takes charge of the advanced physical training drill of the cadets.

Objections.

The few public objections made are not against the scheme proposed, but against assumed possibilities. On the other hand, educationists, leading public men and many of the clergy have for years been pressing for physical drill instruction, even to the extent of aiding such training when given under the auspices of church or philanthropic societies. No objection to the proposed course has

been presented to the education department in response to the request, while teachers and school authorities in the most progressive sections of the province have spontaneously anticipated the arrangement, as a few of our best institutions did years ago.

"Military drill alone is not a sufficient or satisfactory form of physical training." That is the principle of the English system. It is all physical drill, the former military drill giving way to what is of more physical cultural value. The drill is most effectively given by military officers, because they had to develop a system, knowing that a soldier who is not healthy and strong is only a useless encumbrance, and that efficiency is a function of health and strength. It was their business to develop these qualities as the prime essentials. Hence their expert knowledge, and hence the desire of the British education department to use that knowledge to secure all possible health and strength for their young men and women whose success, especially in the earning classes, depends so much on the possession of these qualities.

"What good will it be to our farmers, our miners, our fishermen, our artizans, our laborers, our women?" A farmer or other laborer brought up in a rural school with proper attention, might be taken for a general or a judge in undress when visiting a province where no attention is paid to this important side of education. It is not alone the advantage of health and strength, but the advantage of a manly bearing when they meet their fellow citizens in business, conference or debate, that pays. It stamps intelligent labor with the dignity of the ruler.

And why should not the rural school boy have the advantage of this training in bearing which the son of the wealthy gets at his famous expensive private school, although he needs it no more than the son of toil!

"But it may make the boys pugnacious." There is no agency in existence which tends so strongly to produce orderly and polite men.

"The common school boys would be tumbling over each other with loaded rifles." The common school boys would have neither implements of war, nor of the chase. And the high school boys would be taught how to carry and care for their arms, an important practical item of public education in itself.

"But it may develop hostility against neighboring nations, and thus endanger peace?" There is never any occasion for reference to other nations in physical drill for the common schools, or in the military drill of cadets. The only danger of this kind arises from the press, or parties exploiting a chance to make profit out of the subversion of peace, or workmen who jealously attack foreign competitors—never from the men trained to obey orders, and who are likely to bear the brunt should hostility be created. Opposing soldiers form the most chivalrous class in existence to-day. Traders,

business men, and even religious sects have not a fairer reputation in their fighting methods.

"But your Rifle Cadets will develop the sentiment of soldiering too much." It has exactly the opposite effect. After three years service with its punctilious practices, and prompt obedience, the young man wants no more soldiering for the fun of it. These lads are not those who enlist. The Militia Department is not concerned, however, for the lads are trained and will ever afterwards be an effective reserve.

"But it is wrong to be ready to fight." It is the inalienable duty of every man who has a country, to be prepared to fight for it when necessary. It is the duty of every Christian also. Christianity seen through the spectacle of a Russian lunatic, may account for the cult of the Doukhobor. But that the Christian should always be prepared to fight for the right is not only admitted, but deemed essential by the sane as well as the patriotic.

"But we should belong to the Universal Arbitration Society, and should be all working for universal peace." Only those who are well prepared to fight have influence in obtaining either arbitration or peace.

"But European militarism is so undesirable." This is the strongest argument in favor of the proposed plan. In many European countries young men are taken away for one, two and three years, to camps and fortresses where they become professional soldiers, lose their desire for occupation at home, and acquire bad habits. The proposed plan has nothing of militarism in the common schools. In the high schools it only develops the citizen soldier, engaged in his regular employment. So far it tends to prevent the necessity of the development of professional soldiery. It would appear that the object of this method may well be to develop as far as possible a citizen soldiery in contradistinction to a professional soldiery or standing army in Canada. There may need to be small nuclei of professional soldiers at certain points in the Dominion. But with citizens trained at home in a manner entailing no loss of labor, and in a manner to aid them to grow up healthy, well-balanced, strong, of good presence, trained to orderly movements and subordination to those they place in authority over themselves, nothing more than nuclei of military organization may be found necessary throughout the Dominion. If this should be so, we shall have solved the problem of defence on the most economical lines of any state in the civilized world. There will be no militarism, no conscription of young men taken from their homes and their employment, no class of men withdrawn from the productive labor of the country to sweep fortresses for a term of years, then to return to avocations for which they have been spoiled.

THE ADVANTAGES OF THE FULL COURSE

promise to be, in a few words: Better health, symmetry of body, strength, and a longer life. Better order, and more interest in the land in which we live. The manhood of the country engaged in their several avocations, yet ready, should the occasion arise for the defence of the country. The avoidance of the necessity for a standing army or the withdrawal of large numbers from industry into training camps, or a large class of professional soldiery, which constitute the so-called militarism. The strengthening of the influence of Canada when asking for arbitration. The creation of greater assurance of immunity from war, such as might be suddenly caused by the irritation of over-crowded orientals. The creation of an absolute impediment to wars of aggression. The citizen-soldier's business is his daily work for himself and family; and this he will never elect to throw away for a war of aggression. It will cost no valuable time; but utilize the spare play-time of the school boy with a play which pays twice over. It will cost the Provincial Treasury nothing, for the Militia Department will supply the instructors. And it will be a premium on the continuance of more male teachers in the profession—a class of teachers of extreme importance in every educational system.

In a word, the system is one developed by a long and expensive trial in Great Britain, of which we are availing without cost; and it is now in the stage most satisfactory to the mothers and fathers as well as to the authorities who felt that to keep the physical manhood and womanhood of the nation from deteriorating below that of the wiser peoples in the northwest of Europe, some universally effective system had to be promptly devised and applied. The words of those wisely suggesting caution and full consideration, are received with the thanks which statesmen feel are always due to the thoughtful and well informed critic. I quote in conclusion from an hostile though honest and able critic, *The Cumberland Star*, who summed up the discussion in the following words:

"It is the people who have not felt the responsibility suggested in such training, who are likely to create irritations provoking foreign war. The cool, well trained cadet, will never be found in the mobs defying the powers and breaking the windows of unprotected citizens and so on. The Montreal "Witness" is also quoted as being in favor of Military Drill in the public schools both for boys and girls, and agrees that through the former the country would in time have something to rely upon in the way of military defence.

"It is certainly a question that should not be treated lightly—the opinions of those who are opposed to the teaching of militarism in the public schools are worthy of consideration. Although we incline to the opinion that the average sane, practical utilitarian citizen will not be against it, certainly not on moral grounds."

The object of the education department, however, is merely to supply an important educational training demanded by far-sighted leaders. Military drill is but an incident, and European *militarism* is what it is probably designed to prevent.

Medical Inspection of Schools.

In the City of Halifax the general medical inspection of pupils has been inaugurated under the Act passed at the last session of the legislature. There is also a separate dental inspection. The work so far done has revealed the great necessity of some such system, and the public, without one exception, appears to be satisfied. The Act does not make any system imperative. It merely gives the power to School Boards. But some system has already been introduced in a few of the more progressive centres. In Great Britain an Act was passed at the last session of parliament making the medical examination of pupils imperative at least three times in the course of their school life. In the Provincial Normal School, our own trained teachers are being instructed in testing the sight and hearing, and in making easy diagnoses for the information of the parents of the pupils concerned. In Germany, medical inspection of pupils has actually developed into medical supervision of the schools.

Vacation Schools.

The long vacation in cities leaves a large number of the poor, of the middle classes, and even of the well-to-do, without an opportunity to go to the country, or to leave the city. With hundreds the vacation time is a terror, on account of the children which are running wild under the most undesirable conditions, dangerous alike to health, life, and morals. The City of Halifax, under the stimulus of wise and philanthropic ladies, has for the last two summers provided some vacation schools, which combine the pleasures of the picnic with outdoor exercises and instruction, which make the season really more valuable than a similar term of ordinary school attendance. The time may come when all towns and cities may be required to make some such provision for those who need such attention. A sketch of this work will be found in the report from the Halifax School Commissioners in Appendix C.

The Vacation Problem.

Nearly all who refer to the proper time and length of the summer vacation, seem to think it a simple problem, which would be solved to the satisfaction of everyone, did we only do as they recommend. It was referred last fall to the Provincial Advisory Board, which, after struggling with the problem for a day, reported inability to agree upon even a recommendation. The city press is a unit on long holidays—July and August. In the country, many maintain that these are the most enjoyable months to attend school; that the vacation time for them would be better in January and February when travelling is generally bad, and the school house uncomfortable.

I am, therefore, proposing to consider the propriety of allowing school sections, with the consent of the inspector, to take the two

nonths vacation when it suits them best, recommending July and August as the regular time, and January and February as the second choice.

School might then open on the first day of August, close before Christmas until the first day of March, from which time it might remain open until the last day of July, thus completing a full year. Such schools might be required to send in their returns (semi-annual) before Christmas, and (annual) immediately after the end of July. It would be an additional source of distraction to the Inspectors and the Education Office in compiling the statistics and paying the grants. But if it would be an accommodation to rural sections, and would allow them to keep school open a full year without the serious loss of attendance during mid-winter, it might pay to try the plan. Of course, in many rural sections, mid-winter is just the time the big boys can attend—due to the slack time on the farm or on the fishing coast. The fixed provincial aid now makes such an arrangement possible; although nothing can make it so convenient as the system of fixed vacation, both for purposes of inspection as well as for payments and compilation of statistics.

The County Academies

and other high schools have well sustained their extraordinary progress of the last ten or fifteen years; and for the amount of work done per unit of population are without peers anywhere. The character of the work, however, is in several departments susceptible of very much improvement, and this is now specially engaging the consideration of our educationists.

The most notable event in these institutions during the year occurred in the Pictou Academy, where a strong staff developed so much enthusiasm and scientific method in the biological subjects particularly, that its "Scientific Association" has already published three bulletins containing papers of original field work on the *flora* and *fauna* of the surrounding country, which are all more or less valuable contributions to the Natural History of Canada.

Table xx contains the detailed statistics of each of the County Academies. To find the statistics of the other high schools, deduct the figures of Table xx from those given in Tables viii, ix, x, and xi, which contain a summary of the statistics of all the high school work done in the province.

The Universities.

For the statistics of these so far as they could be collected and arranged, see page 47—Table xxiv.

There is nothing in any of the other institutions calling for special notice here. Their reports will be found in the usual position in the appendices.

THE FEDERAL CONVENTION ON EDUCATION.

From the 24th of May to the 1st of June, 1907, there met in London, a remarkable educational assemblage, from all parts of the Empire. There were (1) over forty representatives appointed by the Governments and Education Departments of the different countries and Crown Colonies of the Empire, which met every morning from 10 to 12 a. m. This was known as the Official Conference of *Representatives*, the members of which took part as far as possible in the *three* subsequent classes of conference each day, to the extent their duties on their own committee work would allow. This, the most important portion of the conference, was conducted with closed doors, and no resolutions were put against the will of a single representative. The findings published, therefore, could not be expected to be sensational in the least degree, nor to indicate the full results of the train of ideas developed.

(2) From noon to 1.30 p. m. The official representatives and *delegates* from educational institutions, organizations, universities, etc., throughout the Empire met daily as the *second* chamber of the conference, for the discussion of educational problems.

(3) From 3 to 5 p. m. the *third* chamber of the conference, including representatives, delegates, and attending educationists from all parts of the Empire, and particularly from London and the United Kingdom generally, met in open conference.

And (4), from 5 to 7 p. m., 8 to 10, and at other times, the *fourth* class of conferences were held—the section meetings, such as the section of the "teaching of English," the "Technical" section, "Museum" section, "Nature-Study" section, etc. The representatives, with their heavy committee work were for eight or ten days incessantly employed in their special work and in such portions of the general program as could be overtaken.

Combined with this work, and especially during the following week, opportunities were given to see some of the individuals and educational institutions in the past and at present responsible for the true greatness of our Empire,—institutions such as the Training ship *Exmouth*, off Grays, Essex, on the Thames; the university, technical and other educational organizations of London and Birmingham; and the classic haunts of Oxford, Cambridge, Eton, and Winchester.

But contact with the men who are directing the educational administration of the centre of the Empire, surrounded by those exercising the same function throughout its long periphery, was even more inspiring than the associations emanating from the disin-

grating monuments of the great past visible on every hand, for prophesied, even should it be through much tribulation, a greater ture.

The general conference was opened on Empire Day (24th of ay), at Caxton Hall, Westminster, London, by the Right Hon. ord Crewe, Lord President of the Privy Council, who was introced by the Right Hon. Lord Tennyson, President of the League the Empire.

The official conference of *Representatives* was presided over by ofessor S. H. Butcher, M. P. (Chairman of Council, League of e Empire). The minutes were taken by Mrs. Ord Marshall, on. Secretary of the League of the Empire, to whose enthusm, knowledge of affairs and tact, the success of the whole ovement was generally attributed. The list of representatives is important that it should be made a part of this record, for it eaks more of the actual work done than the unanimous findings thorized to be published.

LIST OF REPRESENTATIVES.

DEPARTMENT.	REPRESENTED BY
ited Kingdom.	
Board of Education.....	The Permanent Secretary (Sir R. L. Morant). The Director of Special Inquiries (Dr. F. H. Heath) and Mr. P. A. Barnett.
Welsh Department of the Board	Mr. A. J. Davies and Mr. O. M. Edwards.
Scotch Education Department	The Secretary (Mr. J. Struthers) and Mr. W. H. W. Cornish.
Irish National Board ..	The Resident Commissioner (Dr. W. J. M. Starkie) and Mr. A. N. Bonaparte Wyse.
India Office	Mr. T. Morison.
nada.	
Ontario	The Hon. James J. Foy, K.C., Attorney-General.
Quebec	The Deputy Head of the Department of Public Instruction (Mr. George W. Parmelee, D.C.L.).
Nova Scotia	The Superintendent of Education (Mr. A. H. Mackay, B.A., B.Sc., LL.D., F.R.S.C.).
New Brunswick	The Chief Superintendent of Education (Mr. J R. Inch, M.A., LL.D.).
Manitoba	The Minister of Education (The Hon. Colin Campbell).
British Columbia	The Agent-General (The Hon. J. H. Turner).
Alberta and Saskatechewan	The Hon. the Minister of Education (Hon. A. C. Rutherford).
ustralia.	
New South Wales	Mr. J. Leslie Williams, B.A. The Agent-General (Hon. T. A. Coghlan, I.S.O.)
South Australia	The Director of Education (Mr. A. Williams), the Agent-General (Hon. J. G. Jenkins).
Queensland	The Agent-General (Sir Horace Tozer, K.C. M.G.). Miss E. M. B. Cribb, M.A.

THE FEDERAL CONVENTION ON EDUCAT

From the 24th of May to the 1st of June, London, a remarkable educational assemblag the Empire. There were (1) over forty rep by the Governments and Education Depar countries and Crown Colonies of the E morning from 10 to 12 a. m. This was ference of *Representatives*, the membe as possible in the *three* subsequent o to the extent their duties on thei allow. This, the most important conducted with closed doors, an the will of a single represe therefore, could not be expe degree, nor to indicate th developed.

(2) From noon to 1 *delegates* from educatio etc., throughout the the conference, for t

(3) From 3 t including repres from all parts o United Kingd

And (4 *fourth* cla as the se tion, " repres ten por

	Schools (M
	ublic Instruction (Dr
	Lewis, M.A., formerly Dir
	Instruction.
	A. Monro, M.A., C.I.E., formerly
	of Public Instruction.
.....	The Inspector of Schools (Mr. S. W.
.....	The Inspector of Schools (Mr. R. B. land).
.....	Rev. J. Audley Browne, M.A., Membe Board of Education.
.....	The Inspector of Schools (Mr. E. A. Ir
Nigeria	The Director of Education (Mr. J. A. I
Coast Colony	The Director of Education (Mr. E. G. I
.....	The Colonial Secretary (Mr. H. M. Br Griffith, C.M.G.).
.....	The Inspector of Schools (Mr. Adolphe
Mauritius	The Educational Adviser to His Excell
Basutoland	High Commissioner of South Africa B. Sargant, M.A.).
Falkland Islands	His Excellency the Governor (Mr. Allardyce, C.M.G.).

WORK OF THE OFFICIAL CONFERENCE.

I am glad to be able to quote the summary of the worl Conference as it is expressed in the British Report just pu The authority with which the English Board can speak British policy will be appreciated, and its generously and patriotic disposition cannot fail to be admired.

The morning transactions related to the following subjects:—

1. The mutual recognition of Teachers' Certificates. In this co the Conference were asked to consider "whether in order to facilit

actical steps could now be taken to promote a larger
nition of the Teachers' Certificates issued by differ-
various parts of the Empire; and whether, in the
more might be done by the Education Depart-
rovisional recognition of one another's certi-
s, the renewal of such recognition to be
eing received from inspectors who have
ull discussion took place and after a
n as to the manner in which certi-
arded and their value equated, the
he variety of local conditions,
he tenure of teachers, their
milar points, made it impos-
mutual recognition of the
ional bodies in various

between different
r (ii) for a term

e Conference considers it
rangements should be made
Schools to acquire professional
is Majesty's Dominion other than

oser uniformity of curricula, nomenclature,
g official Educational Statistics." On the first
was resolved, "That in the opinion of this Confer-
able or necessary to take any steps to bring about uni-
cula or text books for the different school systems of His
inions." On the second part it appeared that in view of the
ety of conditions prevailing what was needed was not so much
er degree of uniformity in presenting statistics, as a clearer under-
ding of what is connoted by the terms used and the definitions
nployed, and it was resolved that "It is desirable that the different Edu-
ation Departments of His Majesty's Dominions should define, year by
ear, with precision the terms used in the regulations and statistics that
ey publish, and the basis upon which their published statistics are pre-
ared."

The next three sittings were devoted to a careful investigation into the
arious ways in which the interests of education in the different parts of
e Empire could best be furthered by encouraging closer relations and a
ore effective and continuous exchange of information between the several
ducation Departments. It was felt that the actual meeting together in
nference of persons engaged in the administration of education for the
urpose of personal interchange of information and ideas, was of the high-
t possible value; but that there was also great advantages to be derived
om having a permanent machinery for collecting and disseminating year
y year information on various subjects in regard to the condition,
evelopment, and progress of education in the different parts of the
mpire. The following resolution was agreed to: "That the delegates
esire to express their apprciation of the value of this Conference to the
ork of the Education Departments throughout the Empire, and resolve—

"(i) That a quadrennial conference is desirable; (ii) that the represen-
tives sent to the Conference should be selected by the Governments; and
ii) that it is desirable that the first of such Conferences should be con-
ened by the Imperial Government."

On this the Board of Education announced that in view of this united
xpression of opinion by educational representatives from so many por-

LIST OF REPRESENTATIVES—*Continued.*

DEPARTMENT.	REPRESENTED BY
Victoria	The Director of Education (Mr. Frank Tate, I.S.O., M.A.).
Western Australia	The Agent-General (Hon. C. H. Rason). Mr. Cyril Jackson.
Tasmania	The Agent-General (Hon. Alfred Dobson, C.M.G., K.C.).
New Zealand	The Inspector-General of Schools (Mr. George Hogben, M.A.).
South Africa.	
Cape Colony	The Superintendent-General of Education (Hon. Thomas Muir, C.M.G., LL.D., F.R.S.).
Natal	Mr. P. A. Barnett, giving information.
Transvaal	The Ex-Colonial Secretary (Patrick Duncan, Esq., C.M.G.), and the Inspector of Schools, Johannesburg and Rand Circuit (Mr. F. Handel Thompson).
Orange River Colony	The Director of Education (Hon. Hugh Gunn)
India.	The Director-General of Education for India (Mr. W. H. Orange).
Bengal	Mr. C. A. Martin, LL.D., formerly Director of Public Instruction, and Mr. C. Russell, Principal, Patna College.
Bombay	The Inspector of European Schools (Mr. A. L. Coverton, M.A.).
Madras	The Director of Public Instruction (Dr. A. G. Bourne).
United Provinces	Mr. T. C. Lewis, M.A., formerly Director of Public Instruction.
Central Provinces	Mr. A. Monro, M.A., C.I.E., formerly Director of Public Instruction.
Burma	The Inspector of Schools (Mr. S. W. Cocks).
Ceylon	The Inspector of Schools (Mr. R. B. Strickland).
The Bahamas	Rev. J. Audley Browne, M.A., Member of the Board of Education.
Hong Kong	The Inspector of Schools (Mr. E. A. Irving).
Southern Nigeria	The Director of Education (Mr. J. A. Douglas).
Gold Coast Colony	The Director of Education (Mr. E. G. Rowden).
Gambia	The Colonial Secretary (Mr. H. M. Brandford-Griffith, C.M.G.).
Mauritius	The Inspector of Schools (Mr. Adolphe Bernon).
Basutoland	The Educational Adviser to His Excellency the High Commissioner of South Africa (Mr. E. B. Sargant, M.A.).
Falkland Islands	His Excellency the Governor (Mr. W. L. Allardyce, C.M.G.).

Work of the Official Conference.

I am glad to be able to quote the summary of the work of the Conference as it is expressed in the British Report just published. The authority with which the English Board can speak for the British policy will be appreciated, and its generously and wisely patriotic disposition cannot fail to be admired.

The morning transactions related to the following subjects:—

1. The mutual recognition of Teachers' Certificates. In this connection the Conference were asked to consider "whether in order to facilitate inter-

change of teachers, practical steps could now be taken to promote a larger degree of mutual recognition of the Teachers' Certificates issued by different educational bodies in various parts of the Empire; and whether, in the case of individual teachers, more might be done by the Education Department concerned to sanction provisional recognition of one another's certificates for short specified terms, the renewal of such recognition to be contingent on favorable reports being received from inspectors who have observed the teacher's work." A full discussion took place and after a considerable interchange of information as to the manner in which certificates in the various countries were awarded and their value equated, the Conference came to the conclusion that the variety of local conditions, especially in regard to such matters as the tenure of teachers, their method of appointment and promotion, and similar points, made it impossible to arrive as yet at any complete system of mutual recognition of the Teachers' Certificates issued by different educational bodies in various parts of the Empire.

2. How far interchange of teachers and inspectors between different parts of the Empire would be feasible (i) for a short visit, or (ii) for a term of years.

In this connection it was resolved, "That the Conference considers it desirable that financial and administrative arrangements should be made for enabling Teachers and Inspectors of Schools to acquire professional knowledge and experience in parts of His Majesty's Dominion other than their own."

3. "The possibility of closer uniformity of curricula, nomenclature, and methods of presenting official Educational Statistics." On the first part of this subject it was resolved, "That in the opinion of this Conference, it is not desirable or necessary to take any steps to bring about uniformity of curricula or text books for the different school systems of His Majesty's Dominions." On the second part it appeared that in view of the great variety of conditions prevailing what was needed was not so much a greater degree of uniformity in presenting statistics, as a clearer understanding of what is connoted by the terms used and the definitions employed, and it was resolved that "It is desirable that the different Education Departments of His Majesty's Dominions should define, year by year, with precision the terms used in the regulations and statistics that they publish, and the basis upon which their published statistics are prepared."

The next three sittings were devoted to a careful investigation into the various ways in which the interests of education in the different parts of the Empire could best be furthered by encouraging closer relations and a more effective and continuous exchange of information between the several Education Departments. It was felt that the actual meeting together in conference of persons engaged in the administration of education for the purpose of personal interchange of information and ideas, was of the highest possible value; but that there was also great advantages to be derived from having a permanent machinery for collecting and disseminating year by year information on various subjects in regard to the condition, development, and progress of education in the different parts of the Empire. The following resolution was agreed to: "That the delegates desire to express their apprciation of the value of this Conference to the work of the Education Departments throughout the Empire, and resolve—

"(i) That a quadrennial conference is desirable; (ii) that the representatives sent to the Conference should be selected by the Governments; and (iii) that it is desirable that the first of such Conferences should be convened by the Imperial Government."

On this the Board of Education announced that in view of this united expression of opinion by educational representatives from so many por-

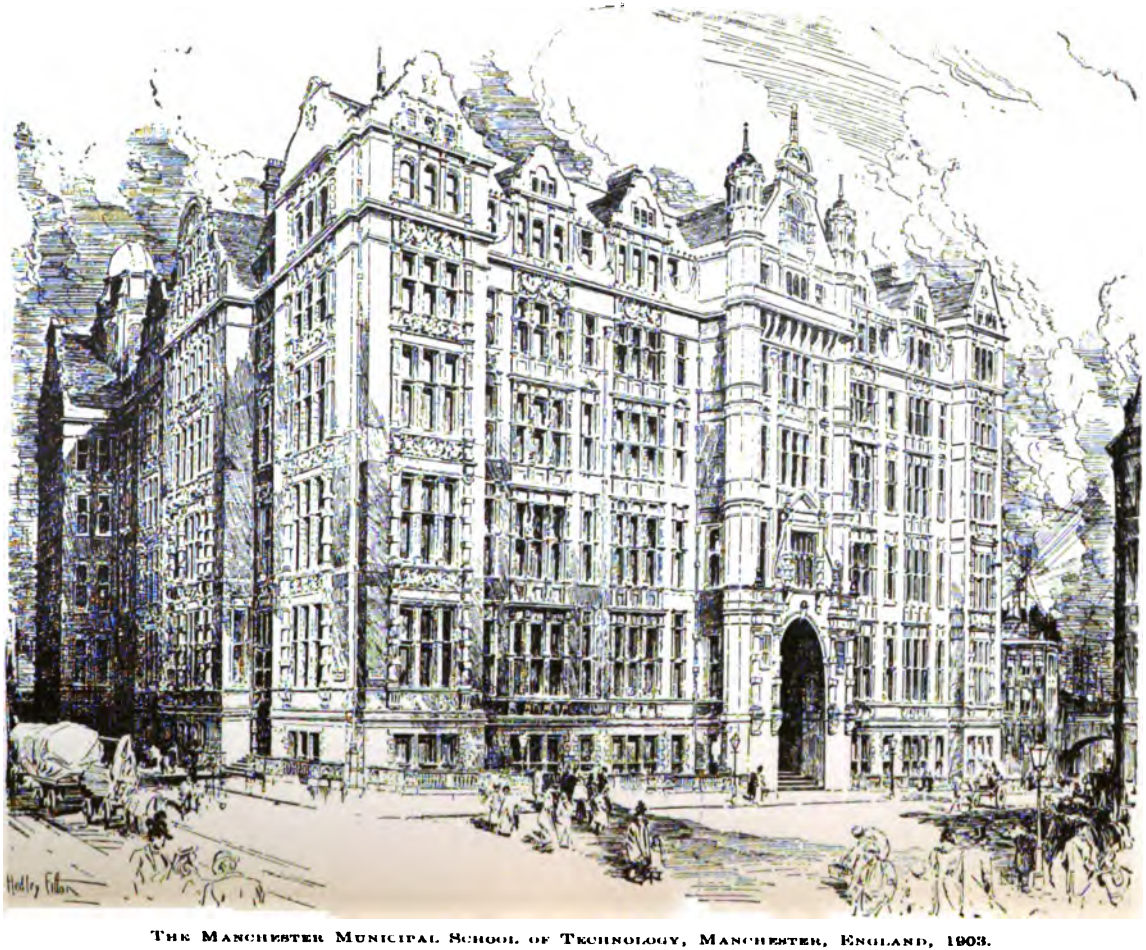
tions of Your Majesty's Dominions beyond the seas, Your Majesty's Government considered it advisable to arrange for an official Educational Conference to be held in London in the year 1911; and an intimation of this decision is being circulated by the Secretaries of State for the Colonies and for India.

It was also resolved that "The Conference is unanimously agreed as to the importance of a permanent central bureau of educational information." The Board consequently took advantage of the presence in London of so many official representatives of the Education Departments in India, the self-governing Dominions and the Crown Colonies, to hold two private conferences with them at the offices of the Board. At these meetings, representatives of the India Office, the Colonial Office and the Scotch Education Department were also present. As the result of the discussions that then took place, the Board undertook to circulate their reports and documents in larger numbers to the Education Departments of India and the Colonies; to collect and circulate at regular intervals information as to the qualifications required for teachers and the conditions of promotion in different parts of Your Majesty's Dominions; to circulate a quarterly list of accesssions to the Board of Education library; with the approval of the India and Colonial Offices to place the Director of Special Inquiries and Reports in direct communication with the Education Departments of India and the Colonies; to assist the Indian and Colonial Governments by selecting teachers for them in the future without charge and to make confidential reports to the Governments concerned, as far as may be possible, on the character and qualifications of English teachers seeking employment in India or one of the Colonies; and to do their best to make the scheme for placing English teachers in French and German schools available for British subjects with suitable qualifications from the Colonies.

The Board also signified their willingness that the Office of Special Inquiries should act as the agents of Colonial or Indian Governments in the selection and despatch of new books on educational subjects where this was desired. They have already since the Conference been able to assist the Government of Alberta in this way.

The Board undertook, moreover, to place the services of the Office of Special Inquiries at the disposal of officials coming to this country to study education, and they are indeed desirous of doing all in their power to make the knowledge and information upon educational matters that may be in their possession so far as possible available for the use of all the Governments of Your Majesty's Dominions, and as a first outcome the Board were glad to arrange through the Office of Special Inquiries an interesting educational exhibit in connection with an exhibition held in Madras last summer. The exhibit, which was particularly strong in examples of Nature Study and Manual Work, could not have been brought together without the generous help of the London, Surrey, Northants, Berkshire, and Liverpool Local Education Authorities, and of many individual schools and persons who lent, and in some cases made a present of, the objects to the Madras Government. The Board desire to take this opportunity of recording their thanks to all those who co-operated with them in making the exhibit a success. It was greatly appreciated, the Board are glad to learn, by the Madras Department of Public Instruction.

The whole question of developing this interchange of information and ideas is now receiving the Board's most careful and anxious consideration. In giving the undertakings referred to above, the Board were greatly assisted by the hearty co-operation of the Scotch Education Department, who promised their cordial help in all these directions. The Indian and Colonial representatives, on their side, willingly undertook to facilitate the exchange of information for the benefit of all, and promised to do their best to keep the Office of Special Inquiries and Reports regularly informed of the progress of Education in their own countries.



THE MANCHESTER MUNICIPAL SCHOOL OF TECHNOLOGY, MANCHESTER, ENGLAND, 1903.

The Trend of Education in Europe.

Being specially concerned in the development of technical education in the province, I was granted permission by the Council of Public Instruction to spend a few weeks in seeing what was being done in the leading centres of Europe. I was thus enabled to add to my observations in and near London, a glimpse of what was being done in Liverpool, Manchester, Glasgow, Edinburgh, and some of the rural schools, and the Technical School for Boys in Sutherlandshire, near Golspie, and also a view of what was being done at important centres on the continent.

The Municipal Technical Colleges in Manchester and Glasgow were well pointed out to me by the officers of the Board of Education in London, as leading types of the institutions arising now in the larger cities of the United Kingdom. An idea of their proportions and equipment may be gathered from the accompanying photogravures. They are affiliated with the surrounding public schools, even beyond the limits of their respective cities, *first*, by having special elementary classes and night schools, under the direction of the technical college authorities, somewhat as is proposed to be done here; and *second*, by following every boy leaving the public schools and entering into employment with an inducement to continue his technical studies in connection with his work in evening, or other classes.

The Manchester Municipal School of Technology.

has about 6,000 students in day and evening classes during the year. Its object is to provide instruction and training in the principles of science in their application to the industrial arts, with a view to a right understanding of the foundations upon which those arts rest, and to promote their effective development. The following brief statement from the calendar indicates the fundamental principles of its administration:

The successful career of a student depends very largely upon his previous general education, for unless this has been thorough and liberal, no satisfactory progress can be attained in any of the departments of the School.

The power of clear linguistic expression, and the mastery of the elements of mathematics, physics, and descriptive geometry are vital as a means of successful study of the applied Sciences. The chief aim of all preparatory study should, however, be the effective training of the thinking and observing faculties.

It is impossible for a student to obtain full benefit from the courses of instruction unless there has been adequate previous preparation.

Mere interest in experiment, or in machinery in motion, or even evidence of manual skill and dexterity, without a firm grasp of the abovenamed fundamental subjects, is of small avail if the purpose of the student

be to attack serious problems in engineering, physics, or chemistry, and to fit himself for a position of industrial responsibility.

The courses of instruction of the School are directed more especially to the requirements of the industries of South-East Lancashire, of which Manchester is the commercial centre.

The School accomplishes its purpose by means of lectures, laboratory and shop-work exercises, together with scientific research directed to the solution of industrial problems.

The essential aim of the instruction is the training of faculty through a systematic course of sound theoretical study, and the development of resourcefulness and habits of self-reliance by means of an exact, thorough, and progressive course of laboratory and shop work.

The School offers to day students who have reached their sixteenth year the following courses, each of three years' duration:—

1. Mechanical Engineering.
2. Electrical Engineering and Technical Physics.
3. Municipal and Sanitary Engineering.
4. Applied Chemistry.
   (a) General Chemical Technology.
   (b) Chemistry of Textiles (Bleaching, Dyeing, Printing, and Finishing.
   (c) Manufacture of Paper.
   (d) Metallurgy and Assaying.
   (e) Brewing.
   (f) Electro-Chemistry.
5. Manufacture of Textiles.
6. Photography and the Printing Crafts.
7. Architecture and the Building Trades.

In addition to the foregoing there is a special day course for selected apprentices in the employ of engineering firms.

Students are required to pass an Entrance Examination in subjects of General Knowledge, or to produce evidence satisfactory to the Principal of their attainments.

The courses of instruction in the respective departments also prepare for the degree of Bachelor of Technical Science (B.Sc.Tech.) of the Victoria University of Manchester, and for the Certificate of the University. Students proceeding to the degree must have first passed the examination for Matriculation of the Joint Board.

Evening Students.

The School of Technology offers to evening students systematic courses of technical instruction and training in all the chief, and in many of the minor industries of the city and district. Such students must be not less than 16 years of age at entrance, and have such previous preparation as will enable them to enter profitably upon the course of study they elect to pursue.

The Education Committee have provided in all parts of the city, at convenient centres, suitable preparatory courses of instruction leading up to the more advanced and specialised courses of the Evening Classes of the School of Technology.

Similar provision is also made in Evening Continuation Schools and in branch intermediate schools, for evening students beyond the school age,

THE GLASGOW AND WEST SCOTLAND TECHNICAL COLLEGE, GLASGOW, SCOTLAND
(1907, left side completed, right wing in course of construction).

for courses which include subjects of general knowledge, science, art, technology and commerce, as well as domestic subjects for girls and women.

Classes for teachers in the subjects of manual training, kindergarten training, and for certificate and scholarship courses are also provided.

In the Central Evening School of Commerce complete courses of instruction are offered of an advanced character in subjects bearing upon commercial and professional pursuits for which the intermediate and continuation schools above named are intended as a preparation.

The Glasgow Technical College

had in the session of 1906-7 a total attendance of students numbering 5,730 ,which were classified as follows:

In the Day Classes	548
In the College Evening Classes	4,381
In the Evening Classes at Country centres	131
In Allen Glen's school	670
Total	5,730

It has the following courses, already provided for, although the building whose perspective is shown on the opposite page, has its right wing not yet completed: Mathematics, Natural Philosophy, Chemistry, Technical Chemistry, Metallurgy, Mechanics, Engineering, Drawing, Civil Engineering, Motive Power Engineering, Electrical Engineering, Mining and Geology, Naval Architecture, Architecture and the Building Trades, Botany and Bacteriology, Zoology, Physiology, Music, Plumbing, Sheet Metal Work, Bootmaking, Printing and Allied Trades, Watch and Clock Making, Baking, Astronomy. I take these titles in their order in the calendar.

The rapid development of technical education and the scientific education underlying it and the industrial arts generally, is the most significant movement in the British educational world, from London with an equipment which promises to be eventually the peer of the most advanced educational centre in Europe, to the North of Scotland, and to Ireland, where (in Belfast) a magnificent technical college has just been opened.

But on the Continent

of Europe the scientific and technical cults appear to have had the first innings. A flying tour through France, Belgium, Austria, Germany, and Holland, enabled me to get into clearer touch with this class of educational institutions in the cities of Paris, Lille, Brussels, Cologne, Frankfort, Heidelberg, Stuttgart, Munich, Vienna, Prague, Dresden, Berlin, and Amsterdam. The glimpses, though brief, light up marvellously the descriptive texts, illustrations and

official reports which I carried away with me for detailed study. The courteous attention received in every country from its educationists was a tribute of respect to the province which I represented. But the general bearing of the people was uniformly accommodating, and often kind; while the cities bore the aspect of being the home for generations of polite learning and the fine arts.

A view of the main entrance to one of the buildings of the world-renowned Technical College of Charlottenburg, near Berlin, is given on page xiii and of the Technical High School, or College at Dresden, on page xix. Its general style of architecture suggests that proposed for our own small college.

In business circles in America, as well as in England, the effect of technical education in Germany has become very apparent. As a late American writer puts it:

> England has already been successfully invaded, and the "practical Yankee" set at naught. Take this illustration as one of many; the single item of machinery and tools. Germany's sales to the United States have doubled in the five years from 1900 to 1905. Meanwhile, American sales to Germany, in this line, are now about one-third of the totals of five years ago. For the same period, Germany now sends to England twice as much finished products, receiving only two-thirds the former imports. To Sweden, Denmark, Argentine, and Chilé, Germany now sends double the quantity of machinery and tools exported five years ago, while to China it sends five times the former amount, and to Canada four, and to Portugal three times the quantity sold in 1900. In the case of all other countries there has been a gradual increase of trade.
>
> Our consuls, importers, and manufacturers who are in touch with the situation seem to have agreed that this successful German invasion of the world's markets is the logical outcome of the greater average efficiency of her workmen.

A Sample German Kingdom.

I propose to select a single sample, the Kingdom of Wuerttemberg through which I passed on the 25th of June, because it is a small country about as large as the six central counties of Nova Scotia, with the Swabian Alp running through it like our Cobequids. But it has not the advantages of our coal, iron and gold mines, and our coastal waters with their marine industries. I entered from Heidelberg, following the headwaters of the Neckar running through its north-western side, found the capital, Stuttgart, not far from the centre of the Kingdom, then crossing the mountains debouched at Ulm, on the headwaters of the Danube, which cuts its south-eastern boundary.

It is only about one-third the size of Nova Scotia (7,528 square miles); but it supports 2,300,000 happy people through its industries without our advantages of mines, minerals, and the produce and commerce of the sea. Its population is therefore fifteen times

Technical High School, Stuttgart, Kingdom of Wuerttemberg, Germany

more dense than the average of this province. Nova Scotia has an area of about 13,000,000 acres, of which 5,000,000 is forest. Wuerttemberg, 4,800,000 acres, of which about one-tenth, 483,421 acres are government forest. As expressed by Albert A. Snowden, of New York, who has just published a description of "The Industrial Improvement Schools of Wuerttemberg,"* from which I shall make further quotations:

Here is a wonderful illustration of that statesmanlike provision that has put the country on an economic basis that is unassailable, and which, in substance, is the theme of my writing. The government forests, in 1904, covered an area of 483,421.5 acres. When all expenses of maintenance had been paid, there was a net revenue from the forests in that year of $2,701,587.25. And that without impairing their value in any way. Here is a regard for "woods and templed hills" that is not only patriotic, but practical. Such forethought, evinced in many directions, has made Wuerttemberg self-sustaining and independent. If not wealthy, it is prosperous, and that is better. The government assists and protects the agriculturist and the laborer just as it aids and protects the manufacturer—helping to increase both the quantity and the quality of the output of factory and field.

A net annual revenue of $2,700,000 from forests covering less than one-tenth of the woodland of Nova Scotia—less than the area of so small a county as Kings—is a message of hope for a province where wood may soon be as valuable as in Europe. The royalty from our coal mines amounts to only $575,000, and every ton raised brings us nearer to the day when every mine will be a barren clay pit surmounted by the tenantless debris of former habitations. When that day comes, may every unarable mountainside and hilltop, under the magic influence of scientific care, be picturesque with forests, which, instead of becoming exhausted, will grow more productive as the years roll on, giving a revenue more ample than the limited subteranean carbonized remains we are now exploiting—and a perpetual revenue so long as the climate may allow wood to grow.

An analysis of what Wuerttemberg has done toward securing this high vantage ground gives the keynote of progress for the whole German industrial movement, and is the more fruitful since the kingdom has this very year embodied the results of over three-quarters of a century of experience with industrial improvement schools in a remarkable bit of legislation to be described in detail later. The industrial and commercial improvement schools of Wuerttemberg are designed to give a broad vocational training to boys and girls of fourteen to eighteen years who have left the common schools at the end of the compulsory period (six to fourteen) as nearly all do, and have gone to work. This training forms a basis for greater efficiency and for industrial and commercial intelligence. Instruction has hitherto been given on Sundays or holidays, or in the evening, but under the new law will be given in the daytime on week days. The schools attract older workingmen as well as apprentices.

The new law—to be in full operation in 1909—will add a still greater number to the lists. It compels all localities, having for a period of three successive years at least forty youths under eighteen years of age engaged in industrial or commercial pursuits, to establish an industrial or commercial school, and to maintain it as long as the number of such youths employed

*Published in *Teachers College Record*, Vol. VIII, No. 5, November 1907, The Columbia University Press, New Yor .

does not fall below thirty for three years in succession. The term "commercial or industrial pursuits" is given the widest possible scope in Wuerttemberg, and takes into account not only the factory hand and the counting-house assistant, but the day laborer, the grocer's clerk and the errand boy. The law provides for the compulsory attendance of all young workmen (a stipulation formerly left to the localities to decide, in virtue of Imperial laws based on a North German ordinance of 1869). The chief objective point of the law is to furnish opportunity for instruction during the work days,—instead of evenings, Sundays, or holidays, as before. The minimum number of hours per year is to be two hundred and eighty. The schools are to be organized more strictly than ever along vocational lines, and instructors specially prepared through long courses of training are to be put in charge everywhere. The courses will extend over a term of three years, instead of two as formerly.

Wuerttemberg has an unusual number of other state-aided institutions and special courses of all grades, in which vocational instruction is given. This, in addition to a general educational system that is as well developed as any in the world, if not better. Peculiar to the system is a great variety of types of schools, each concentrated upon a special aim. The vocational schools have been more practical than in other states, and have enrolled a higher percentage of the population. Wuerttemberg was the first to make vocational education compulsory by state law, with day instruction for all apprentices engaged in industry or commerce. Wuerttemberg's classical schools have long been more classical, and its "realistic" schools stronger in mathematics than those elsewhere in Germany. Its system of schools for all the people is the oldest in the world. There is a considerable number of "Latin" schools in the kingdom—the direct descendants of the monastic and municipal schools of the middle ages, though at present modern in spirit and equipment. Likewise, the theological seminaries are the continuation of the old monastic schools with the addition of modern methods. The university is one of the oldest in existence, and excels in the theological department. The agricultural college is the oldest in Germany. The same is true of the Industrial Museum at Stuttgart. Also the pedagogical exhibit of this museum is the oldest permanent exposition of the kind in the world. The Sunday schools of Wuerttenberg are the oldest institutions of the kind in existence.

Photogravures of the Technical School and of the Industrial Museum in Stuttgart are shown opposite pages xli and xliii.

Besides the magnificent State Industrial Museum at Stuttgart, under the direct management of the Central Bureau, there are four other industrial museums receiving aid from the state. Snowden says:

In this abbreviated report, the crowning glory of the Central Bureau, mentioned in the above paragraphs, may only be given a word. I refer to the State Industrial Museum at Stuttgart. Having had occasion to visit the principal museums of all kinds at home and abroad, I know of none that is more efficient, nor which houses more diversified and helpful activities held together by one consistent and unique purpose—the universal instruction and industrial betterment of the people. The entire range of industrial propaganda discussed above has its effective headquarters in this building, and its manifold functions are co-ordinated and made mutually helpful through the Central Bureau. Though established in a magnificent new building, and now, as always, making much of the display of latest productions in the realm of industry and industrial art, this museum is in reality the oldest of its kind in Germany (1849), and its pedagogical exhibit is the oldest permanent display of the sort in existence anywhere. An inspection of the museum soon convinces that the central thought governing its organization and management is the application of the best ideas of both past and present to present needs. It is a rare illustration of what a live and vital institution a museum can be.

INDUSTRIAL MUSEUM AT STUTTGART, KINGDOM OF WURTTEMBERG, GERMANY.

The following classification of the numbers of pupils and stu-
ents attending the different classes of educational institutions in
his little Kingdom, will give the necessary idea of the proportion
f vocational and technical educational forces to the ordinary edu-
ational ones as we have them.

CLASSIFICATION OF PUPILS AND STUDENTS IN WUERTTEMBERG.

(Ages 6 to 14 years.)

n Schools corresponding to our grades i to viii.....	329,120
n General Improvement Schools (1,969 localities)....	37,770
n Sunday Improvement Schools (our grades i to viii)..	35,464
Total, corresponding to Nova Scotia grades i to viii.	402,354

Ages 8 or 9 years to 14 or 18 years, corresponding to Nova Scotia grades iii to xii.)

n Gymnasial Schools (including Latin and Greek)....	4,428
n Realgymnasial Schools (including Latin)	4,948
n Real Schools (neither Latin nor Greek)	18,833
Total in Secondary Schools (N. S. grades iii to xii.)	28,209
n Normal Schools	1,318
n the Vocational (industrial and commercial) Improvement Schools	28,574
n the State University	2,187
n the Theological Seminaries	186
n the Higher Art Schools	829
n the Agricultural Schools	946
n the Technical College	1,381
n the Building Trades School	996
n the Technicum for Textile Industries	149
n the Technical School for skilled mechanics	69
n the Weaving and Lace Schools	241
n the Tanners' School	8
n the Technical School for Book Printing	108
n the Commercial College	125
n the "Practical Technical" Courses for Master Workmen	276
the "Theoretical-Technical" for Master Workmen	35
n the Orphan Homes	984
n Reformatories and Rescue Homes for Children	2,333
n the Deaf, Dumb and Blind Schools	863
n the Schools for other Defectives	1,097
Total studying	473,268

In a population of 2,300,330.

Wuerttemberg had in 1905 two hundred and forty-three industrial and commercial improvement schools, public drawing schools, and "women's work" schools scattered throughout the kingdom, with a total of twenty-eight thousand five hundred and seventy-four students. One hundred and fifty of the institutions were industrial improvement schools for young men—twenty-two compulsory, by local option, and one hundred and twenty-eight non-compulsory—attended by 18,535 students; four were commercial improvement schools—two compulsory and two optional—with a total enrolment of 1,245; forty-two were industrial drawing schools, with 894 pupils on the rosters; fifteen were industrial improvement schools for girls (or female departments in the industrial improvement schools for men), with 1,042 in attendance; and thirty-two were "trades schools" for girls and women with 6,858 on the lists. Industrial drawing was taught in these schools by six hundred and fifty-four specialists, and the remaining subjects by nine hundred and fifty-two instructors.

The following extracts from Mr. Snowden's sketch already referred to, give the salient points of the system of vocational and technical education which is being yet further extended, apparently with the full approval of the business directors and those who pay the taxes. There is a profound and universal conviction, not only that it pays, but that it is necessary in order to give the people that supremacy in skilled labor which will enable the country to support its population and prevent excessive emigration to other countries.

"For some years all the Wuerttemberg localities have been under the obligation to establish general improvement schools with instruction in religion and the common branches for male pupils who have finished the compulsory common school course, and also for female pupils where possible. Students of both sexes who are through with the common schools are obligated to attend the general improvement schools for a period of two years, and for a total of eighty hours a year, to be given, ordinarily, at the rate of two hours a week, on work-days (usually evenings.) In the majority of the agricultural districts, four hours a week for twenty weeks in the winter—and in a few cases instruction on Sunday—is permitted. Exempt from attendance are those who are enrolled in a higher institution, or in a vocational improvement school. In the event that for local reasons the community is excused from the letter of the law, a Sunday school—like the week day improvement school with instruction in the common branches as well as in religion—must be substituted. Attendance here is compulsory for three years,—in communes with a single day-school teacher for only twenty hours a year, and in those with two or more, for forty hours a year."

"In common with other European nations it has been driven to establish an agency essentially separate from the ordinary educational administrations, for the direction of the industrial schools. For history clearly impeaches the ordinary educational administrations for the failure to furnish adequate instruction in the industries. It is European experience that they even fail in many cases

ɪ do all that lies within their power in this regard until forced to dopt a practical attitude by the fact that the major responsibility ɔr providing such instruction has been placed upon another ministry industrial or commercial), or body closely in touch with the indus-ies and the commercial needs of the country. As evidence of the on-practical tendencies of the schools in our own land also, witness ıe general failure from the point of view of industries, of instruc-on in drawing or manual training,—subjects introduced originally ut of highly practical considerations. Immediately however, they ame under the sway of a body of cultural theory that is very good ı its way, but has been allowed to defeat the original purpose of ıe vocational training. Unfortunately too, the field of vocational ıstruction in the United States has been largely under the control f a heterogenous variety of organizations, and of correspondence chools—the ordinary schools having shifted the responsibility."

"With the approval of the Higher Industrial School Council the com-unes may be authorized to collect tuition from the pupils. The stipula-on may be made that the employers must advance the amount of the ition. The state pays half of the amount required for maintenance after e tuition and gifts are applied toward it. The minimum number of hours instruction, that is the hours each obligated student must attend, for ıch of the three years, is 280, to be further reduced only by action of the igher Industrial School Council. The instruction is to be given through-ıt the year if possible, although in the case of industries which have a gular shut down season, the instruction may be lumped at this time, ith due regard to the minimum requirement. The compulsory instruction to be given in the daytime, not later than 7 p. m., although the Higher ıdustrial School Council may, in individual cases, permit it to be given late as 8 p. m. for a period of three years, and for a period of seven years ay allow the instruction in drawing to be given on Sunday forenoon dur-g the two hours preceding or following the chief divine services."

"The general course of study to be followed will be issued at a ıture date, since two years must elapse before it is strictly needed. mployers are obligated to inform the industrial school principal to each and every worker of the compulsory age who enters or aves their employment, within four days after such time. They e further required to release these workers for attendance at hool at the necessary period, as well as to see to it that such attend-ıce is punctual and regular. Fulfilment of the latter require-ent is also made the duty of parents and guardians. The penalty be inflicted upon employer, parent or guardian responsible for olations of the attendance law is to be up to $4.00 for each offence or nprisonment for as much as three days. The pupils responsible r such derelictions are punished under the regulations applicable the general improvement schools, that is, a fine of at least $0.24, "school arrest"—imprisonment in the school jail."

"The Act above outlined expressed the results of years of experience, ıd the careful thought of the industrial employers, workers, and educa-onalists. Naturally enough the first statement of the need for more

thorough industrial training originated outside of the ranks of schoolmen. Wuerttemberg, lacking coal and water power and the other special facilities that tend to aid industrial expansion, was forced to rely upon a better quality of manufacture instead of looking to quantity alone. It was necessary to lead in this respect to avoid industrial ruin. Earlier experience had taught what the industrial schools might be expected to accomplish in the way of promoting efficiency. The experiment of day-school classes, for the same length of time, produced results immeasurably greater than did the evening classes held in the same cities. The day vocational school proved to be as far ahead of the evening school as the latter was in advance of the limited Sunday instruction. It was argued that the business of learning is a delicate one, requiring for its complete success, an active, unwearied brain. The pupils were too fatigued to accomplish the best results in the evenings—that they put forth supreme efforts all agreed. The evening classes are as successful as could be expected, in Wuerttemberg, as in the other German states, in France, and in England. But it was agreed that Wuerttemberg must take an advanced position in respect to vocational training if it would keep well to the fore in the industrial contest."

"The recent Wuerttemberg law goes farther than the others and makes attendance compulsory for all communes having at least forty workmen under eighteen years of age."

"The principles of industrial drawing are considered most practical for application in almost any skilled industry. Hence, many communes will require industrial drawing to be studied by all. Those communes which do not do so will be influenced chiefly by financial reasons."

"In the future, as in the past, drawing will be by all odds the most important subject taught in the industrial schools. In both industrial and commercial schools the other basic subjects will continue to be: (1) Arithmetic (industrial or commercial); (2) German (including business correspondence and forms suited to the special school); (3) bookkeeping (industrial or commercial.) With these as a basis, the instruction will be differentiated in the necessary directions. As far back as 1889, the subjects studied most were free-hand drawing and painting—taken by 50 per cent. of the students in the 168 industrial improvement schools for men in Wuerttemberg at the time; industrial arithmetic, 35 per cent.; German (including business forms, etc.), 32 per cent.; special technical drawing, 29 per cent.; geometrical drawing, 21 per cent. At the same time, in the 169 industrial and commercial improvement schools, the 15 industrial improvement schools for women, and the 16 "women's work" schools, instruction was given in the following subjects in the number of schools indicated by the figures: industrial arithmetic, 142; commercial arithmetic, 19; geometry and geometrical computation, 33; descriptive geometry, 76; geometrical drawing, 152; special technical drawing, 138; free-hand drawing 179; theory of style and color, 4; modelling and wood carving, 22; engraving and chiselling, 3; physics, 47; chemistry, 5; engineering, 3; mother tongue (esp. business forms), 152; penmanship and orthography, 60; stenography, 7; industrial bookkeeping, 99; commercial bookkeeping, 12; exchange, 6; French, 38; English, 19; Italian, 2; politico-economic subjects, 34; commercial geography and history, 20; German literature, 6; housekeeping materials, 2; hygiene, 2. The various subjects were still further differentiated into courses intended for single or allied industries."

"The program of the Stuttgart Industrial School at the present time, one of the best of its kind, is outlined in another chapter.

Entrance Hall, Manchester Municipal School of Technology.

When the new plan is in force, what are known as common school subjects will be eliminated from the programs wherever possible. That is, when arithmetic is taught, it will be industrial or commercial arithmetic, and similarly in the case of other subjects. At the time the recent law was enacted an effort was made by representatives of the church to introduce obligatory instruction in religion —such as the common schools of Wuerttemberg and the other German states require—into the programs of the industrial improvement schools, but the attempt failed. In general the policy was adopted of excluding all general culture subjects. In Baden, Bavaria, and Prussia, an effort in the same direction—to exclude the general culture subjects from the curriculum of the industrial improvement school—has recently been made."

"Communes have the power of doing away with the tuition, with the approval of the higher boards. They are usually expected to assume the deficit that such action would cause. Stuttgart has in recent years done away with the tuition in the common or "people's" schools. In such institutions the tuition is often as low as $0.24 per year, and in no case is it what one might term a high fee."

"The question of the increase in efficiency through attendance at an industrial or commercial school has long ago been placed beyond the pale of doubt in Wuerttemberg. It is now accepted as a matter of course, and some statistics gathered at first hand from employers, apprentices, and parents by the present writer, confirm the soundness of this belief. In a word, the employers are uniformly enthusiastic over the results obtained through these schools and the workers are similarly minded. The institutions make it possible for all who are willing, to obtain employment. The higher quality of the work that is done enables the manufacturers to compete successfully in the markets of the world, and even in times of general depression to keep their workers employed at a wage which, for Europe, is very good, and advances according to skill. For years it has been extremely difficult for the few young men who have not had the advantages of a vocational school training, and who do not show a disposition to avail themselves of its opportunities, to obtain work from intelligent employers."

I make these ample quotations from the sketch of Mr. Snowden who spent a large portion of the year in making a thorough study of the system, because they are minutely descriptive and highly authoritative. They are such as could not be noted in a flying tour; but they are pictures which a passing view brilliantly illuminates. They suggest what possibilities of development there may be in our Province if we knew how to realize them; and it is only one variety of a system which is more or less fully developed in every German State.

Inspector MacKinnon and Principal Kennedy.

Among the active educationists whom we have lost during the year, are Mr. John MacKinnon, Inspector of North Inverness and Victoria county, who died on the 13th day of August, at the age of 74; and Mr. W. T. Kennedy, Principal of the Halifax County

Academy, who died on the 17th day of June, at the age of 53. The former, although old in service, was youthful in spirit and energy until the inclemency of inspectorial travelling conditions disabled him for the last few months, and deprived us of one of the most tactful of the staff. The latter was still in the prime of working power, with the prospect of years of active service in which he had no peer.

I have the honor to be,

Your obedient servant,

A. H. MacKay,

Superintendent of Education.

PART II.

STATISTICAL TABLES.

PUBLIC SCHOOLS, COUNTY ACADEMIES, ETC.

Nova Scotia, Year ended July, 1907.

County.	Total No. of School Sections.	No. of Sections without School any part of the year.	Total No of Schools in session during any part of year.	No. of Schools in session under 50 days.	50 and under 100 days.	100 and under 150 days.	150 and under 200 days.	200 and under full year.	Full year of 208 days.	Average No. of days all Schools were in session.	No. of Teachers.	No. of Licensed Assistants.	No. of Teachers holding Normal School Diploma.	No. of pupils registered at School during year.	Proportion of Population (census of 1901) at School during year.	No. of School gardens for purposes of instruction.
Annapolis	110	5	131	1	5	5	25	43	52	191.7	145	1	59	4,289	1 in 4.4	9
Antigonish	77	16	79	.....	1	3	17	28	30	197.9	79	3	23	2,672	1 " 5.	.....
Cape Breton	116	32	224	2	2	7	70	125	18	193.2	244	2	112	11,620	1 " 4.2	4
Colchester	120	6	156	.....	1	5	74	63	13	192.4	171	....	79	5,518	1 " 4.5	12
Cumberland	150	7	220	1	4	4	33	136	42	194.3	237	.....	100	8,994	1 " 4.	16
Digby	80	2	109	.....	1	8	23	28	49	194.7	121	1	61	4,576	1 " 4.4	3
Guysboro	92	15	94	.....	3	6	27	23	35	191.5	94	....	35	3,533	1 " 5.1	.....
Halifax City	1	.....	161	1	....	....	1	8	151	193.	164	.....	90	8,440	1 " 4.8	10
Halifax County	146	7	164	2	2	8	46	84	22	192.	175	2	56	7,092	1 " 4.7	5
Hants	95	2	126	.....	2	7	20	51	46	195.7	136	1	60	4,493	1 " 4.4	1
Inverness	145	38	116	4	6	11	33	27	35	179.6	126	1	41	4 893	1 " 4.9	3
Kings	105	2	129	2	3	6	21	45	52	192.3	139	2	61	4,840	1 " 4.5	1
Lunenburg	146	6	179	.....	....	5	33	88	53	199.	186	1	62	7 551	1 " 4.2	12
Pictou	130	4	182	2	1	11	92	57	19	189.6	192	.....	48	6,527	1 " 5.1	4
Queens	45	3	58	.....	....	2	11	30	15	197.	61	....	16	2,114	1 " 4.8	.....
Richmond	69	6	73	3	3	2	17	16	32	186.1	73	.....	24	2,712	1 " 4.9	.....
Shelburne	64	1	87	.....	....	4	12	39	32	200.	93	....	22	3,138	1 " 4.5	.....
Victoria	64	14	50	.....	1	2	13	14	20	195.	54	....	12	1,854	1 " 5.7	.....
Yarmouth	75	1	127	.....	3	3	24	59	38	198.	136	....	72	5,151	1 " 4.4	1
Total, 1907	1830	167	2465	18	38	99	592	964	754	193.3	2626	14	1033	100,007	1 in 4.5	81
" 1906	1828	187	2446	10	33	115	387	1142	759	197.4	2578	10	1032	100,332	1 " 4.5	73
Increase	2	.....	19	8	5	....	205	...	...	.....	48	4	1	.....	.....	8
Decrease	.....	20	.....	.....	....	16	....	178	5	4.1	.....	...	.....	325	.....	.....

TABLE III.—TEACHERS EMPLOYED (Analysis of Academic, First and Second Classes).

Nova Scotia, Year ended July, 1907.

County.	Class A.—Males.									Class A.—Females								
	Service one yr. or under.	Over one and up to three yrs	Over three and up to five yrs.	Over five and up to seven years.	Over seven and up to ten yrs.	Over ten and up to fifteen years	Over fifteen and up to twenty years.	Over twenty and up to thirty years.	Over thirty years.	Service one yr. or under.	Over one and up to three yrs	Over three and up to five yrs.	Over five and up to seven years.	Over seven and up to ten yrs.	Over ten and up to fifteen years	Over fifteen and up to twenty years.	Over twenty and up to thirty years.	Over thirty years.
Annapolis								2				1						
Antigonish			1	1		1						1						
Cape Breton			1	1	3		2								1			
Colchester			1			1		1					1			1		
Cumberland		1			2	1	1	1		1	1	1						
Digby						1												
Guysboro				1														
Halifax City			1	1		2	3	1	3		1		2			1		1
Halifax County			1															
Hants								2									1	
Inverness							1											
Kings			1						1			1	2					
Lunenburg				1		1	1	1								1		
Pictou		1		1	2	1		2			1							
Queens							1										1	
Richmond				1														
Shelburne		1					1			1		1						
Victoria												1						
Yarmouth					2	1	2	1				1	1	1				
Total, 1907		3	6	7	9	9	12	11	4	2	3	7	6	1	1	3	2	1
" 1906		2	7	6	10	7	13	10	3	1	5	7	1	2	3	2	2	1
Increase		1		1		2		1	1	1			5			1		
Decrease			1		1		1				2			1	2			

TABLE III.—TEACHERS EMPLOYED (ANALYSIS OF ACADEMIC, FIRST AND SECOND CLASSES).—*Continued.*

Nova Scotia, Year ended July, 1907.

County.	Class B.—Males.									Class B.—Females.								
	Service one yr. or under.	Over one and up to three years.	Over three and up to five years.	Over five and up to seven years.	Over seven and up to ten years.	Over ten and up to fifteen years.	Over fifteen and up to twenty years.	Over twenty and up to thirty years	Over thirty years.	Service one yr or under.	Over one and up to three years.	Over three and up to five years.	Over five and up to seven years.	Over seven and up to ten years.	Over ten and up to fifteen years.	Over fifteen and up to twenty years.	Over twenty and up to thirty years.	Over thirty years.
Annapolis	....	2	2	4	.....	....	2	2	....	2	8	7	6	1	1	....	1	....
Antigonish	1	....	.....	.....	.....	.....	2	2	1	.....	1	1	1	1	.....	....	1	....
Cape Breton	3	1	1	2	2	2	.....	3	....	5	8	15	7	1	2	5	1	....
Colchester	.....	2	1	.....	.....	...	.....	1	....	8	11	10	3	2	5	2	.....	....
Cumberland	2	4	1	.....	1	...	.....	.....	....	7	8	11	4	7	2	.....	1	....
Digby	.....	1	2	1	1	2	1	.....	....	...	6	1	3	1	1	.....	1	....
Guysboro	.....	.....	1	1	....	.....	.....	.....	....	2	4	3	1	1	1	.....	.....	....
Halifax City	.....	1	1	1	..	1	.....	3	1	1	6	3	13	11	6	11	13	2
Halifax County	.....	.....	.....	...	.....	.....	.....	.....	....	1	2	8	4	1	2	.....	.....	....
Hants	.....	.....	1	...	.....	.....	.....	.....	....	.....	9	4	8	3	1	1	2	....
Inverness	.....	.....	.....	.....	2	.....	1	3	1	3	.....	1	2	1	.....	.....	.....	....
Kings	.....	1	.....	2	.....	1	1	1	1	7	7	13	7	1	.....	2	2	....
Lunenburg	.....	2	.....	.....	.....	.....	.....	.....	....	1	4	7	6	2	5	1	1	....
Pictou	.....	.....	1	2	.....	.....	1	1	....	1	7	7	7	3	3	.....	1	....
Queens	.....	.....	.....	.	1	.....	.....	.....	....	.....	2	1	.....	.....	1	2	.....	....
Richmond	.....	1	1	....	....	1	...	.....	..	1	...	1	.....	.....	1	.....	.....	....
Shelburne	.....	2	1	.....	.....	2	....	.....	....	.....	2	3	2	1	1	.....	.....	....
Victoria	.....	....	...	.....	...	.....	.....	.....	1	1	.....	2	.....	.....	.....	.....	.....	....
Yarmouth	.....	.....	1	1	2	3	.....	.....	....	5	3	5	5	3	.....	.....	2	....
Total, 1907	6	17	14	14	9	12	8	16	5	45	88	103	79	40	32	24	26	2
" 1906	3	26	15	13	8	9	7	14	4	39	88	96	63	53	26	30	21	3
Increase	3	.....	.....	1	1	3	1	2	1	6	.....	7	16	.....	6	.....	5	....
Decrease	....	9	1	.....	.....	.....	.....	.....	....	.....	...	....	...	13	...	6	.....	1

TABLE III.—TEACHERS EMPLOYED (ANALYSIS OF ACADEMIC, FIRST AND SECOND CLASSES).—*Continued.*

Nova Scotia, Year ended July, 1907.

County.	Class C.—Males.									Class C.—Females.								
	Service one yr. or under.	Over one and up to three years.	Over three and up to five years.	Over five and up to seven years.	Over seven and up to ten years.	Over ten and up to fifteen years.	Over fifteen and up to twenty years.	Over twenty and up to thirty years.	Over thirty years.	Service one yr. or under.	Over one and up to three years.	Over three and up to five years.	Over five and up to seven years.	Over seven and up to ten years.	Over ten and up to fifteen years.	Over fifteen and up to twenty years.	Over twenty and up to thirty years.	Over thirty years.
Annapolis	1	1	....	....	1	....	....	1	....	9	26	3	8	2	6	....	....	....
Antigonish	....	1	1	....	2	....	....	2	1	5	3	5	3	....	3	3	2	....
Cape Breton	2	1	3	1	2	....	2	1	....	21	22	18	6	11	8	7	5	....
Colchester	....	2	....	....	....	....	....	....	....	22	17	6	3	5	2	....	1	1
Cumberland	2	....	1	....	1	1	....	....	....	36	25	14	12	6	2	1	1	1
Digby	1	3	1	....	1	....	1	....	1	4	13	4	5	2	3	....	....	1
Guysboro	2	1	....	....	....	1	....	1	....	9	4	7	1	1	2	....	....	....
Halifax City	....	....	....	....	1	....	....	....	1	....	4	3	6	7	11	8	13	12
Halifax County	2	1	....	....	....	....	....	....	....	24	16	15	2	....	9	1	7	1
Hants	....	1	....	....	....	....	....	....	....	7	19	11	6	5	5	3	1	3
Inverness	6	1	1	....	3	2	2	5	....	3	8	4	2	....	2	....	2	....
Kings	....	....	....	....	....	....	....	....	....	6	18	11	2	7	3	5	2	1
Lunenburg	2	4	....	....	....	....	....	....	....	7	24	14	5	5	8	5	3	....
Pictou	1	1	1	1	....	....	1	....	....	26	23	11	11	5	6	2	....	1
Queens	....	....	....	....	....	....	....	....	....	3	10	3	1	5	2	....	....	....
Richmond	2	2	1	1	....	1	2	....	....	4	9	2	1	....	1	....	....	....
Shelburne	3	....	1	....	....	....	....	....	....	6	8	....	5	5	7	3	1	....
Victoria	3	2	....	....	....	1	....	1	....	5	5	3	3	2	....	....	....	....
Yarmouth	3	2	....	....	....	....	....	....	....	10	15	7	9	4	6	6	....	....
Total, 1907	30	23	10	3	11	6	8	11	3	207	269	141	91	72	86	44	38	21
" 1906	43	24	15	5	6	5	7	16	6	209	235	143	93	76	95	37	39	16
Increase	....	....	....	....	5	1	1	....	....	....	34	....	....	....	....	7	....	5
Decrease	13	1	5	2	....	....	....	5	3	2	....	2	2	4	9	....	1	....

Nova Scotia, Year ended July, 1907.

County.	First Quarter.			Second Quarter.				Third Quarter.				Fourth Quarter.			
	Total on register at end of quarter.	Average daily attendance.	Percentage of pupils enrolled in daily attendance.	Total on register at end of quarter.	No. attended during quarter.	Average daily attendance.	Percentage of those attended during qtr. in daily attendance.	Total on register at end of quarter.	No. attended during quarter	Average daily attendance.	Percentage of those attended during qtr. in daily attendance.	Total on register at end of quarter.	No. attended during quarter.	Average daily attendance.	Percentage of those attended during qtr. in daily attendance.
Annapolis	3583	2585.3	72.1	3924	3557	2395.9	67.5	4096	3442	2381.4	66.3	4289	3482	2472.2	70.9
Antigonish	2184	1439.	65.9	2437	2207	1320.8	59.9	2499	2058	1290.6	62.7	2623	2203	1465.5	66.5
Cape Breton	10095	7221.5	71.5	10815	9829	6598.4	67.1	10986	9121	5756.7	63.1	11620	9837	6960.1	70.8
Colchester	4797	3488.	71.3	5088	4615	2994.6	61.6	5253	4245	2577.6	61.1	5518	4576	3269.5	69.8
Cumberland	7880	5554.9	70.4	8089	7258	4549.7	62.6	8174	6938	4448.8	64.1	8994	7396	5224.4	70.6
Digby	3783	2645.5	70.1	4131	3733	2385.5	64.3	4309	3513	2167.	62.1	4576	3660	2560.4	69.9
Guysboro	2841	1964.	69.1	3264	2992	1644.2	54.9	3357	2733	1444.6	52.8	3552	2819	2114.6	75.
Halifax City	7742	6106.7	78.8	7932	7684	5895.4	76.5	8104	7555	5808.5	76.8	8440	7761	6046.8	77.9
Halifax County	5901	4134.3	70.1	6398	5922	4009.8	67.7	6479	5554	3563.2	64.1	7092	5872	4153.1	70.7
Hants	3831	2719.4	70.9	4083	3608	3089.1	85.6	4226	3418	2183.8	63.8	4493	3679	2670.5	72.1
Inverness	3535	2291.9	64.8	4148	3658	2111.4	57.7	4463	3573	2177.2	60.9	4893	3934	2553.9	64.9
Kings	3694	2496.5	67.5	4327	3984	2529.2	63.4	4452	3663	2323.4	63.4	4840	3789	2564.6	67.6
Lunenburg	6218	4441.7	71.4	6891	6464	4357.7	67.4	7138	6191	4173.9	67.4	7414	6209	4404.2	70.9
Pictou	5795	4205.7	68.9	6079	5511	3682.4	60.	6233	5012	3071.4	60.8	6527	5372	3867.8	66.8
Queens	1813	1349.	74.4	1941	1838	1230.8	66.9	2039	1785	1209.8	67.8	2104	1759	1311.2	74.5
Richmond	2176	1444.5	66.4	2382	2140	1265.1	59.1	2472	1911	1164.	60.9	2712	2182	1426.8	65.4
Shelburne	2739	2048.9	74.8	2954	2755	1826.5	66.3	3055	2588	1702.9	65.8	3199	2583	1860.3	72.
Victoria	1528	1000.2	65.4	1706	1534	936.5	61.	1778	1447	912.6	63.	1854	1513	970.	64.
Yarmouth	4450	3540.9	79.6	4802	4525	3401.8	75.2	4898	4340	3197.9	73.7	5096	4316	3411.	79.
Total, 1907	84585	60677.9	71.7	91391	83814	56224.8	67.	94011	79087	51555.3	65.1	99836	82942	59306.9	71.7
" 1906	83877	60352.8	71.9	91541	85126	59261.9	69.6	95161	83179	56563.9	68.	100205	82738	58464.5	70.6
Increase	708	325.1	.....	.....	....	.....	.....	.....	....	.....	.....	....	204	842.4	1.1
Decrease	....	.....	.2	250	1312	3037.1	2.6	1150	4092	5008.6	2.9	369	.....	.....	.....

TABLE V.—ATTENDANCE (Semi-Annual and Annual).

Nova Scotia, Year ended July, 1907.

County.	Half Years.				Whole School Year.					
	Days taught first half year.	Days taught second half year.	Total days' attendance first half year.	Total days' attendance second half year.	Rectified annual enrolment.	Total days' attendance whole year.	Daily present on an average.	Percentage of annual enrolment, daily present	Average of quarterly percentages of attendance.	Rectified total days' attendance for whole year.
Annapolis	12513.5	12634.	250440.5	237471.5	4289	487912.	2491.8	57.8	69.2	487912.
Antigonish	7957.	7678.	135481.	131021.	2672	266502.	1367.8	51.2	63.8	266502.
Cape Breton	21286.5	22289.5	658100.5	649378.5	11620	1307479.	6633.7	57.1	68.1	1307479.
Colchester	15133.	14902.	320415.5	281936.5	5518	602352.	3104.9	55.2	65.3	602352.
Cumberland	21579.	21178.	501860.	492710.	8994	994570.	5012.7	55.7	66.9	994570.
Digby	10536.5	10616.5	258533.5	237426.5	4576	495960.	2451.1	53.6	66.6	495960.
Guysboro	8796.	9211.	187854.	169648.	3533	357502.	1861.1	53.	62.9	357502.
Halifax City	16156.	16314.	615200.5	609907.	8440	1225107.5	5993.6	70.	77.5	1225107.5
Halifax County	15282.	15878.	392420.	389618.	7092	782038.	4024.	56.7	68.2	782038.
Hants	12415.	12268.5	252249.	242123.	4493	494372.	2474.5	55.1	73.1	494372.
Inverness	10497	11818.	213657.	237871.	4893	451528.	2423.3	49.5	62.	451528.
Kings	12257.5	12549.	252465.	244701.	4840	497166.	2425.8	50.	62.8	497166.
Lunenburg	17775.	18138.5	445715.	437150.	7551	882865.	4376.6	58.	69.3	882865.
Pictou	17138.	17212.	375456.	340047.	6527	715503.	3709.8	53.6	64.	715503.
Queens	5706.5	5738.5	131098.	127939.	2114	259037.	1203.9	57.	70.6	259037.
Richmond	6723.	6848.	131517.	130280.	2712	261797.	1416.1	52.2	62.9	261797.
Shelburne	8628.5	8785.5	197697.5	180658.	3138	378355.5	1857.3	59.2	69.8	378355.5
Victoria	5096.	5434.	96472.	94859.	1854	191331.	963.9	51.9	62.7	191331.
Yarmouth	12739.	12409.5	350588.5	330272.5	5151	680861.	3382.	65.7	76.9	680861.
Total, 1907	238215.	241902.5	5767220.5	5565017.5	100007	11332238.	57173.9	57.1	67.5	11332238.
" 1906	240358.	241720.5	6128955.5	5848551.5	100332	11999158.5	59165.2	58.9	68.8	11999158.5
Increase	.....	182.	.....	.....	.....	.....	.....	.....	.....	.....
Decrease	2143.	.....	361735.	283534.	325	666920.5	1991.3	1.8	1.3	666920.5

TABLE VI.—STATISTICS OF ATTENDANCE, ENROLMENT AND SPECIAL SUBJECTS.

Nova Scotia, Year ended July, 1907.

County.	No. on Register whose Attendance during the whole year was						Analysis of Annual Enrolment				
	Less than 20 days.	20 to 49 days	50 to 99 days.	100 to 149 days.	150 to 199 days.	200 days and over.	Under 5 years of age.	Over 5 and under 15.	15 years and over.	No. of Boys.	No. of Girls.
Annapolis	324	610	864	883	1485	123	70	3717	502	2157	2132
Antigonish	271	393	631	713	633	31	29	2293	350	1337	1335
Cape Breton	866	1583	2198	2884	3922	167	147	10803	670	5632	5988
Colchester	396	753	1126	1437	1746	60	120	4922	476	2727	2791
Cumberland	755	1329	1775	2496	2572	67	141	8135	718	4406	4588
Digby	381	719	986	1035	1329	126	99	4152	325	2222	2354
Guysboro	378	584	814	874	842	41	72	3191	270	1760	1773
Halifax City	233	584	802	1702	4582	537	146	7795	499	4158	4282
Halifax County	542	1060	1416	1774	2159	141	157	6612	323	3525	3567
Hants	381	654	957	1009	1389	103	58	4085	350	2243	2250
Inverness	635	974	1161	1105	932	86	121	4373	399	2586	2307
Kings	478	833	1003	1107	1341	78	72	4252	516	2443	2397
Lunenburg	549	1001	1404	1620	2711	266	158	6991	402	3844	3707
Pictou	487	890	1295	1755	2058	42	62	5872	593	3272	3255
Queens	134	235	350	467	835	93	31	1923	160	1051	1063
Richmond	287	506	657	582	603	77	55	2461	196	1422	1290
Shelburne	207	369	580	638	1232	112	65	2884	189	1538	1600
Victoria	151	305	446	428	470	54	35	1638	181	945	909
Yarmouth	212	579	760	972	2220	408	99	4675	377	2581	2570
Total, 1907	7667	13961	19225	23481	33061	2612	1737	90774	7496	49849	50158
" 1906	7117	12968	17588	21218	36821	4620	1815	90774	7743	50198	50134
Increase	550	993	1637	2263	.....	.....	.....	.....	.....	.....	24
Decrease	.....	.....	.....	.....	3760	2008	78	.....	247	349	.....

TABLE VI—STATISTICS OF ATTENDANCE, ENROLMENT AND SPECIAL SUBJECTS.—*(Continued).*

Nova Scotia, Year ended July, 1907.

County.	No. taking Special Subjects in Common School Grades.							
	Agriculture.	Wood or Metal Work.	Domestic Science.	Needle Work.	Short-hand.	"Evening" School pupils		No. taking these special subjects only.
Annapolis	109	155	56	56				
Antigonish					3			
Cape Breton		414	153	569			166*	
Colchester		111	109	109				
Cumberland								
Digby								
Guysboro					3			
Halifax City	46	292	199	1452			88†	
Halifax County		182		64		17	33‡	
Hants	1	55	60	60				
Inverness	1			111	4			
Kings	4	116	105	66				1
Lunenburg		126	214	196				
Pictou		222	270	177				
Queens	1							
Richmond								
Shelburne								
Victoria	1							1
Yarmouth	130	74	100	54				
Total, 1907	293	1747	1266	2914	10	17		2
" 1906	234	1624	1272	3129	4	119		20
Increase	59	123			6			
Decrease			6	215		102		18

*Card-board work. †Typewriting. ‡French.

TABLE VII.—CLASSIFICATION OF PUPILS

Nova Scotia, Year ended July, 1907.

County.	No. of Pupils in each Grade during the Year.													
	Kindergarten		I.		II.		III.		IV.		V.		VI.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Annapolis	10	8	437	406	209	188	245	208	281	238	220	218	165	189
Antigonish	.....	32	248	215	146	125	157	122	218	166	148	156	129	133
Cape Breton	88	66	1680	1647	817	788	772	822	822	783	558	589	362	441
Colchester	47	49	552	533	303	257	284	270	320	324	304	288	294	253
Cumberland	....	....	1296	1144	569	523	622	614	470	460	468	456	363	368
Digby	.....	....	606	596	347	293	294	266	309	295	216	269	182	189
Guysboro	.....	.....	451	365	194	159	229	228	248	228	199	216	167	168
Halifax City	79	127	1031	983	519	448	591	474	550	594	495	427	297	384
Halifax County	113	110	876	772	423	391	457	396	505	443	433	484	312	334
Hants	14	8	497	406	271	226	225	244	288	247	259	258	211	212
Inverness	31	65	627	615	393	286	337	274	346	244	279	229	232	173
Kings	10	5	525	433	243	218	242	240	290	239	299	281	268	236
Lunenburg	16	20	908	803	449	403	509	459	584	505	533	436	379	332
Pictou	...	..	732	602	330	318	378	358	414	360	346	345	314	306
Queens	5	6	246	206	112	128	149	119	151	118	131	128	93	105
Richmond	.....	.....	447	355	206	152	183	142	177	160	143	142	86	112
Shelburne	1	1	395	340	198	180	203	190	215	186	159	181	142	160
Victoria	....	.. .	189	190	133	104	136	99	140	110	119	120	90	94
Yarmouth	.....	.....	707	587	381	353	375	359	320	338	240	248	193	222
Total, 1907	414	497	12450	11198	6243	5540	6388	5884	6648	6038	5549	5471	4279	4411
" 1906	374	379	12141	10527	6576	5991	6729	6065	6609	6027	5225	5312	3899	4108
Increase	60	118	309	671	.....	.....	....	.....	39	11	324	159	380	303
Decrease	.....	.....	.....	.....	333	451	341	181	.....	.....	.....	.....	.....	.....

TABLE VII.—CLASSIFICATION OF PUPILS—*(Continued).*

Nova Scotia, Year ended July, 1907.

County.	No. of Pupils in each Grade during the Year.											
	VII.		VIII.		IX.		X.		XI.		XII.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Annapolis	175	161	142	158	150	185	92	109	31	64	.....	.....
Antigonish	94	103	60	109	48	103	37	47	24	16	28	8
Cape Breton	217	270	149	216	117	221	38	106	11	36	1	3
Colchester	189	221	168	172	160	221	61	126	29	61	16	16
Cumberland	234	355	184	297	130	208	45	108	25	55	.....	.....
Digby	118	142	71	123	58	107	14	49	7	25	.....	.....
Guysboro	115	145	74	119	55	71	16	47	12	27	.....	.....
Halifax City	245	275	163	229	101	162	51	89	36	90	.....	.....
Halifax County	166	245	136	179	78	133	22	56	4	24	.....	.....
Hants	174	188	138	165	112	166	45	99	9	31	.....	.....
Inverness	109	120	122	139	77	118	28	27	5	17	.....	.....
Kings	184	167	149	169	124	211	77	129	31	69	1	.....
Lunenburg	224	259	130	191	74	164	24	95	14	40	.....	.....
Pictou	162	207	272	286	193	261	66	130	49	65	16	17
Queens	63	73	47	57	35	73	14	23	4	25	1	2
Richmond	68	75	48	66	34	55	21	24	9	7	.....	.....
Shelburne	98	115	59	96	41	93	16	45	11	13	.....	.....
Victoria	53	63	45	52	20	41	14	27	6	9	.....	.....
Yarmouth	133	153	108	105	66	112	41	59	16	31	1	3
Total, 1907	2821	3337	2265	2928	1673	2705	722	1395	333	705	64	49
" 1906	3321	3795	2488	3147	1733	2747	668	1403	303	675	71	39
Increase	.....	.....	.....	.....	.....	.....	54	.....	30	30	.....	10
Decrease	500	458	223	219	60	42	.....	8	.....	.....	7	.....

TABLE VIII.—ANALYSIS OF HIGH SCHOOL STUDIES, (GRADE IX).

Nova Scotia, Year ended July, 1907.

County.	English.	Latin.	French.	History.	Geography.	Algebra.	Geometry.	Arithmetic.	Bookkeeping.	Short-hand.	Drawing.	Botany.	Physics.	Agriculture.	Wood or Metal Work.	Domestic Science.	Music (Vocal).	In Cadet Corps.	Taking full High School Course.	Taking partial High School Course.	Total of High School Grade.
Annapolis	327	44	17	313	325	308	296	334	301	....	307	269	285	1	40	10	49	6	255	80	335
Antigonish	150	54	68	150	149	150	150	150	150	4	147	143	144	....	....	33	36	....	140	11	151
Cape Breton	336	130	140	322	322	322	307	331	328	9	320	303	304	....	65	35	98	11	301	37	338
Colchester	381	99	69	381	385	377	364	386	380	....	380	363	365	10	36	47	47	4	305	76	381
Cumberland	329	52	20	325	331	327	309	338	330	....	326	292	295	....	....	..	16	....	283	55	338
Digby	154	11	27	46	156	152	148	165	139	....	151	121	129	..	....	....	27	....	110	55	165
Guysboro	118	36	42	111	117	116	119	125	116	..	116	108	109	1	....	....	16	....	106	20	126
Halifax City	252	165	128	245	245	247	246	248	221	8	244	138	138	....	....	....	49	88	254	9	263
Halifax County	193	5	....	196	196	194	182	202	188	....	192	161	161	....	....	....	....	....	149	62	211
Hants	261	30	34	252	258	254	228	271	254	....	256	202	225	2	....	....	49	....	182	96	278
Inverness	188	22	33	184	184	174	175	181	179	....	181	167	170	....	31	....	....	....	156	39	195
Kings	311	24	22	292	317	268	239	324	285	..	251	215	243	7	11	18	20	....	190	145	335
Lunenburg	238	17	1	224	233	231	209	237	208	....	222	202	199	....	....	18	48	....	182	56	238
Pictou	447	79	133	445	445	431	425	445	405	....	417	417	417	....	16	55	6	18	370	84	454
Queens	108	9	19	104	107	103	100	108	100	..	104	89	98	....	....	..	4	....	85	23	108
Richmond	89	26	24	89	89	89	89	89	86	....	89	89	89	....	....	..	....	..	86	3	89
Shelburne	130	15	..	126	127	128	120	134	134	....	124	117	117	....	....	....	63	....	114	20	134
Victoria	61	4	5	64	63	62	64	61	61	....	60	60	61	5	....	....	..	..	51	10	61
Yarmouth	175	44	56	170	175	170	163	176	175	....	164	121	128	21	21	19	43	20	139	39	178
Total, 1907	4248	866	838	4039	4224	4103	3933	4305	4040	21	4051	3577	3677	47	220	235	571	147	3458	920	4378
" 1906	4266	792	794	4223	4174	4174	4019	4364	4204	11	4134	3663	3754	58	249	216	715	165	3629	851	4480
Increase	....	74	44	....	50	....	....	....	....	10	..	....	....	....	....	19	....	....	....	69	....
Decrease	18	....	....	184	....	71	86	59	164	....	83	86	77	11	29	....	144	18	171	....	102

TABLE IX.—ANALYSIS OF HIGH SCHOOL STUDIES, (Grade X).

Nova Scotia, Year ended July, 1907.

County.	English.	Latin.	Greek.	French.	German.	History	Geography.	Algebra.	Geometry.	Arithmetic.	Bookkeeping.	Short-hand.	Drawing.	Chemistry.	Agriculture.	Wood or Metal Work.	Domestic Science.	Music (Vocal)	In Cadet Corps.	Taking full High School Course.	Taking Partial High School Course.	Total of High School Grade.
Annapolis	196	32	....	4	3	189	197	193	187	201	190	....	183	183	183	29	12	30	8	171	30	201
Antigonish	84	51	5	60	15	83	83	83	83	82	82	8	82	82	45	....	17	18	...	82	2	84
Cape Breton	143	69	...	81	23	143	141	143	140	144	143	4	143	141	67	18	21	49	9	141	3	144
Colchester	175	43	6	37	17	173	174	175	171	176	173	...	168	170	132	...	....	...	2	168	19	187
Cumberland	149	42	4	30	34	148	151	149	148	150	150	....	148	145	131	....	....	25	....	144	9	153
Digby	63	7	....	16	5	60	61	62	62	63	57	....	59	58	58	....	....	8	....	53	10	63
Guysboro	63	24	....	24	5	61	61	61	61	61	61	....	59	59	19	....	....	7	....	59	4	63
Halifax City	125	84	7	74	39	125	125	125	125	125	125	15	125	75	29	...	.	29	49	125	15	140
Halifax County	77	2	....	...	....	77	77	77	75	77	76	....	76	74	76	...	....	....	....	73	5	78
Hants	144	24	4	23	3	133	144	141	140	144	128	....	141	125	127	11	11	28	...	117	27	144
Inverness	55	7	....	16	....	53	53	54	55	54	54	....	55	53	53	....	....	15	....	53	2	55
Kings	196	18	....	20	....	199	196	187	185	192	190	....	166	172	171	14	14	18	...	140	66	206
Lunenburg	119	12	...	17	22	118	119	118	118	119	116	..	112	114	98	....	9	14	..	112	7	119
Pictou	194	98	5	106	27	194	194	192	190	194	181	....	170	189	126	....	14	....	....	182	14	196
Queens	37	2	...	5	....	37	37	34	33	37	37	....	34	34	31	....	...	2	....	33	4	37
Richmond	45	20	....	14	...	45	45	45	45	45	45	...	45	45	45	....	....	....	....	45	....	45
Shelburne	58	15	....	....	....	58	58	59	59	60	60	....	59	56	57	....	....	37	..	56	5	61
Victoria	40	7	....	6	....	40	40	41	40	41	40	....	40	40	40	....	....	....	....	40	1	41
Yarmouth	98	31	6	56	13	98	98	98	89	96	91	....	91	94	94	16	10	21	26	95	5	100
Total, 1907	2061	588	37	589	206	2034	2054	2037	2006	2061	1999	27	1956	1909	1582	88	108	301	94	1889	228	2117
" 1906	2035	476	37	534	171	2005	2012	1990	1945	2016	1972	17	1966	1874	1610	71	126	327	81	1878	193	2071
Increase	26	112	...	55	35	29	42	47	61	45	27	10	....	35	....	17	....	....	13	11	35	46
Decrease	....	....	....	....	....	....	....	....	....	....	....	....	10	....	28	....	18	26	....	....	....	....

TABLE X.—ANALYSIS OF HIGH SCHOOL STUDIES (GRADE XI).

Nova Scotia, Year ended July, 1907.

County.	English.	Latin.	Greek.	French.	German.	History.	Algebra.	Geometry.	Practical Mathematics.	Short-hand.	Physics.	Agriculture	Physiology.	Wood or Metal Work.	Domestic Science.	Music (Vocal).	In Cadet Corps.	Taking full High School Course.	Taking Partial High School Course.	Total of High School Grade.
Annapolis	95	20	5	8	5	85	92	92	91	....	89	1	88	15	....	15	....	83	12	95
Antigonish	38	31	3	35	16	34	36	36	36	4	34	....	36	..	11	13	....	36	4	40
Cape Breton	46	13	2	17	3	46	47	46	46	....	46	...	47	....	....	11	....	46	1	47
Colchester	87	29	7	25	13	86	87	86	87	....	83	....	86	....	....	....	....	85	5	90
Cumberland	80	25	....	27	23	80	80	79	80	....	80	....	80	....	....	....	....	80	....	80
Digby	32	1	....	7	2	31	32	31	32	...	31	....	31	....	....	....	....	31	1	32
Guysboro	39	28	....	26	18	38	39	38	38	3	37	1	36	....	....	....	....	36	3	39
Halifax City	96	48	8	48	21	92	97	90	96	22	69	...	71	....	....	19	31	101	25	126
Halifax County	27	....	....	....	....	27	27	27	27	....	27	...	27	....	....	....	...	27	1	28
Hants	40	9	2	12	4	40	40	39	40	...	34	....	38	....	....	4	....	39	1	40
Inverness	22	5	....	10	...	21	22	22	22	....	21	....	21	....	....	14	....	21	1	22
Kings	98	10	....	21	19	93	92	91	87	....	92	3	95	2	....	6	....	72	28	100
Lunenburg	54	8	1	8	16	51	51	49	49	....	51	2	48	....	....	26	...	48	6	54
Pictou	113	66	17	85	27	113	113	113	112	....	112	...	109	....	....	4	....	114	.....	114
Queens	29	4	1	11	....	25	27	25	24	....	24	2	25	....	....	....	....	24	5	29
Richmond	16	7	....	5	....	16	16	16	16	...	16	....	16	....	...	....	....	16	.....	16
Shelburne	24	8	....	....	....	24	24	24	24	....	24	....	24	....	....	12	....	24	.....	24
Victoria	15	1	1	...	....	15	15	15	15	....	15	15	15	....	...	....	....	15	.....	15
Yarmouth	45	17	3	31	3	44	48	45	47	....	43	....	44	7	8	3	15	46	1	47
Total, 1907	996	330	50	376	170	961	985	964	969	29	928	24	937	24	19	127	46	944	94	1038
" 1906	921	296	44	349	83	906	918	910	895	25	871	191	874	48	33	114	44	878	100	978
Increase	75	34	6	27	87	55	67	54	74	4	57	....	63	....	....	13	2	66	.....	60
Decrease	....	....	....	....	....	....	....	....	....	....	....	167	....	24	14	....	....	....	6	....

TABLE XI.—ANALYSIS OF HIGH SCHOOL STUDIES (GRADE XII).

Nova Scotia, Year ended July, 1907.

County.	English.	Latin.	Greek.	French.	German.	History.	Algebra.	Geometry.	Botany.	Physics.	Chemistry.	San. Science.	Psychology.	Zoology.	Geology.	Trigonometry.	Navigation.	Astronomy.	Taking full High School Course.	Taking Partial High School Course.	Total of High School Grade.
Annapolis	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Antigonish	36	55	8	36	10	36	3	3	4	36	10	6	23	5	5	8	9	11	5	31	36
Cape Breton	4	3	2	2	2	4	4	4	3	4	4	4	4	2	3	4	4	2	4	....	4
Colchester	30	22	8	22	14	28	26	23	22	24	25	24	25	18	20	26	20	21	32	....	32
Cumberland	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Digby	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Guysboro	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Halifax City	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Halifax County	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Hants	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Inverness	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Kings	1	1	....	1	....	....	1	1	....	1	....	1	....	....	....	1	....	....	....	1	1
Lunenburg	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Pictou	33	28	6	31	24	33	27	32	24	30	28	32	31	24	28	28	25	20	33	....	33
Queens	2	3	....	2	....	2	2	2	....	2	2	....	2	....	....	2	2	2	....	3	3
Richmond	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Shelburne	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Victoria	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Yarmouth	4	2	....	4	1	4	3	2	3	....	3	....	3	....	2	3	3	4	4	....	4
Total, 1907	110	94	24	98	51	107	66	67	56	97	72	67	88	49	58	72	63	60	78	35	113
" 1906	98	86	27	77	44	95	62	57	37	88	47	54	65	45	49	65	50	46	82	28	110
Increase	12	8	..	21	7	12	4	10	19	9	25	13	23	4	9	7	13	14	....	7	3
Decrease	....	....	3	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	4	....	....

TABLE XIII—SECTION FINANCES, &c.

Nova Scotia, Year ended July, 1907.

County	No. of pupils enrolled not belonging to this School Section	No. children in this Section from 5 to 15 years of age.	No. of these who did not attend School during the year	No. under 21 years in section who are defective (a) in hearing, or (b) in seeing, who are not in attendance at the Provincial institutions provided for the Deaf and Dumb and the Blind, in Halifax.		Valuation of Property in section according to last assessment roll.	Value of all School property (grounds, build'gs. furniture, apparatus, etc.), belonging to the sections.	No. of School houses.	No. of School rooms (departments with teachers).	Total amount voted at last annual and subsequent special meetings to be levied on the section for all School purposes.	Portion of the same for building and repairs, and instalment of building debt (if any).
				(a)	(b)						
Annapolis	207	3818	218	3	4	$ 3,848,305	$ 102,170	103	131	$ 23477 00	$ 1967 00
Antigonish	263	2167	85	....	.....	1,719,700	30.721	64	79	9252 00	819 50
Cape Breton	312	13252	2162	22	21	14,491,268	239,223	111	224	77469 50	7489 03
Colchester	216	5209	277	4	1	5,468,980	146,240	119	158	34427 00	4827 00
Cumberland	322	9312	1021	2	1	7,854,038	194,030	152	217	46936 00	6861 00
Digby	107	4433	267	6	1	2,230,810	55,683	79	113	18593 50	1583 00
Guysboro	131	3564	369	4	1	1,104,857	56,633	77	94	16493 00	2619 20
Halifax City	100	7995	200	....	.....	28,121,100	360,000	27	163	125300 00	34050 00
Halifax County	162	7241	485	4	.....	4,025,312	97,106	138	164	35066 29	1727 23
Hants	159	4324	243	2	2	4,990,126	111,129	96	127	25599 00	1973 00
Inverness	460	4398	233	1	1	1,359,145	47,190	109	123	18707 00	2985 00
Kings	293	4550	319	....	.....	5,530,482	96,561	101	130	29596 00	4274 00
Lunenburg	143	7617	650	3	2	4,827,700	125,295	145	184	28414 25	2793 00
Pictou	368	6866	862	1	2	6,341,725	188,536	137	192	47398 00	3573 00
Queens	29	2039	117	....	1	1,604,915	32,319	47	59	7685 00	627 64
Richmond	136	1963	337	2	1	701,925	28,715	63	74	10947 00	1153 00
Shelburne	54	3210	275	5	1	1,404,387	72,935	63	87	17796 00	3167 25
Victoria	180	1468	108	1	....	438,156	25,740	50	54	8690 00	1242 00
Yarmouth	110	5167	513	6	3	6,007,371	135,931	78	127	34584 00	3924 50
Total, 1907	3752	98593	8741	66	42	$102,070,302	$2,146,157	1759	2500	$616430 54	$37655 35
" 1906	3935	97706	7609	77	63	99,776,085	2,048,739	1752	2464	655705 50	91617 64
Increase	.....	887	1132	....	.....	$2,294,217	$97,418	7	36	.....	.....
Decrease	183	.....	.....	11	21	.....	.....	.....	.....	$39274 96	$3962 29

TABLE XIII.—LABORATORIES, LIBRARIES AND APPARATUS.

Nova Scotia, Year ended July, 1907.

County.	No of pupils for whom accommodations are provided in a special room at one time.			School Libraries.					Value of Scientific and other collections in Museum Special Room	No. of Wall Maps, Globes, Charts and Cabinets of Models, Specimens, etc.	Are there specimens or scientific apparatus not in a separate room but in cases, etc., within the school room itself?	
	In Chemical or Physical Laboratory.	In Wood or Metal—Mechanical Laboratory.	In Domestic Science Laboratory.	No. of Cases or Libraries	No. of volumes at beginning of year.	Value of the same.	No. of volumes added during the year.	Value of the same.			No. of Schools.	Estimated value.
Annapolis	85	34	20	11	943	$ 474 50	281	$ 103 50	$ 410 00	584	25	$ 465 00
Antigonish	110	30	68	3	6900	1300 00	100	200 00	860 00	291	1	17 00
Cape Breton	22	52	20	15	3146	1894 00	249	131 05	162 00	522	16	999 00
Colchester	36	40	40	14	1047	810 00	63	35 50	885 00	541	15	973 70
Cumberland	74	...	...	18	1722	755 00	411	167 00	525 00	788	10	153 00
Digby	2	...	...	6	496	210 25	57	33 10	10 00	400	11	285 00
Guysboro	14	...	...	3	241	84 50	155	50 00	175 00	334	2	30 00
Halifax City	43	48	40	49	5753	2751 25	1017	318 40	130 00	463	110	468 00
Halifax County	...	60	...	17	684	338 00	44	28 00	...	551	11	126 00
Hants	22	16	16	9	1407	985 00	124	163 00	...	547	...	214 00
Inverness	60	...	...	7	581	477 70	25	16 50	31 00	296	4	79 00
Kings	...	...	...	23	1339	698 00	205	284 00	...	739	...	413 00
Lunenburg	50	31	60	12	1248	879 50	163	103 89	100 00	644	5	91 00
Pictou	142	40	65	7	1902	2626 00	292	270 00	1500 00	873	7	165 00
Queens	13	...	...	2	93	40 00	7	3 00	...	212	5	91 50
Richmond	4	...	...	1	65	27 00	5	4 00	...	270	5	177 00
Shelburne	20	...	...	17	2256	993 90	181	95 88	570 00	533	17	207 50
Victoria	8	...	...	1	2017	4000 00	154	300 00	150 00	145	...	...
Yarmouth	45	16	20	30	2872	2258 12	373	162 84	192 00	609	14	200 00
Total, 1907	755	367	349	245	34712	$21602 72	3906	$2469 66	$5700 00	9342	258	$3154 70
" 1906	718	362	334	234	31390	24769 35	3254	2051 37	6665 00	9009	283	5576 55
Increase	37	5	15	11	3322	...	652	$418 29	...	333	...	...
Decrease	...	...	...	...	...	$ 3166 63	...	...	$965 00	...	25	$421 85

TABLE XIV.—VISITATIONS, EXAMINATIONS, ETC.

Nova Scotia, Year ended July, 1907.

County.	No of Cases			Visitations and Prizes.						
	Measles.	Scarlet Fever.	Diphtheria.	No. of visits by Trustees and Secretary.	No of visits by Inspector and other school officers.	No. of visits by other visitors.	No. of pupils present.	No. of Parents and Visitors at Public Examination.	No of Prizes awarded	Value of Prizes awarded.
Annapolis	13	1	10	300	132	2525	1823	1310	147	$64 78
Antigonish	83	.....	3	284	106	982	884	444	89	19 60
Cape Breton	127	79	77	911	423	2439	5802	3029	459	313 80
Colchester	283	17	8	235	105	2154	1868	1141	149	41 20
Cumberland	135	16	10	380	246	3211	4247	2199	89	46 40
Digby	.....	4	60	274	178	2228	1372	634	195	62 53
Guysboro	138	.....	.....	395	94	1687	1182	913	131	52 00
Halifax City	68	169	33	486	512	1490	6284	2808	36	47 00
Halifax County	131	16	28	432	513	2496	3151	2356	213	70 43
Hants	183	93	2	217	127	2045	2064	1676	104	45 55
Inverness	106	9	16	779	162	2108	1685	664	146	55 91
Kings	104	6	4	268	180	2143	2529	1988	125	54 25
Lunenburg	57	1	13	397	210	2382	2906	2927	213	50 14
Pictou	525	28	5	334	217	2361	1792	1300	182	85 00
Queens	4	.....	.....	75	73	893	816	811	17	5 90
Richmond	1	.....	.....	371	91	1301	1066	258	50	21 80
Shelburne	84	5	18	168	97	1883	1885	1351	45	19 20
Victoria	40	7	3	230	24	878	672	288	49	27 15
Yarmouth	174	3	2	350	214	2381	2585	2459	259	140 32
Total, 1907	2256	454	292	6886	3704	37587	44613	28547	2698	$1222 96
" 1906	.....	.....	.....	7648	3544	40684	49454	30927	2458	1182 55
Increase	.....	.....	.....	.....	160	.....	.....	.....	240	$40 41
Decrease	.....	.....	.....	762	.....	3097	4841	2380	.....	.....

TABLE XV.—AVERAGE ANNUAL SALARIES OF MALE TEACHERS.

Nova Scotia, Year ended July, 1907.

County.	Class A.—(Male)			Class B.—(Male).			Class C.—(Male).			Class D.—(Male).		
	Prov. Aid	From Section.	Total.	Prov. Aid	From Section.	Total.	Prov. Aid.	From Section.	Total.	Prov. Aid.	From Section.	Total.
Annapolis	$ 187 56	$ 695 00	$ 882 56	$ 107 17	$ 362 92	$ 470 09	$ 80 37	$ 212 50	$ 292 87	$ 53 59	$ 143 00	$ 196 59
Antigonish	188 56	561 44	750 00	107 17	145 83	253 00	80 37	180 71	261 08	53 59	148 33	201 92
Cape Breton	176 45	832 14	1008 59	107 17	431 07	538 24	80 37	291 84	372 21	53 59	142 50	196 09
Colchester	160 76	845 00	1005 76	107 17	641 25	748 42	80 37	735 00	815 37	53 59	100 00	153 59
Cumberland	187 56	831 66	1019 22	107 17	450 00	557 17	80 37	258 75	339 12	53 59	150 00	203 59
Digby	148 28	1056 27	1204 55	107 17	826 16	933 33	80 37	544 63	625 00	53 59	316 41	370 00
Guysboro	188 56	586 44	775 00	107 17	500 00	607 17	80 37	175 00	255 37	53 59	134 25	187 84
Halifax City	148 28	1056 27	1204 55	107 17	826 16	933 33	80 37	544 63	625 00	53 59	316 41	370 00
Halifax County	159 99	500 00	659 99	.....	.....	.....	80 37	236 60	316 97	53 59	158 33	211 92
Hants	187 56	775 00	962 56	107 17	375 00	482 17	80 37	300 00	380 37	.....	.....	.....
Inverness	187 56	608 52	796 08	107 17	107 50	214 67	80 37	152 27	232 64	53 59	115 50	169 09
Kings	147 37	520 00	667 37	107 17	350 00	457 17	.....	.....	.....	.....	.....	.....
Lunenburg	187 56	647 50	835 06	107 17	315 00	422 17	80 37	127 00	207 37	.....	.....	.....
Pictou	173 04	778 35	951 39	107 17	502 50	609 67	80 37	276 00	356 37	53 59	117 50	171 09
Queens	187 56	700 00	887 56	107 17	425 00	532 17	.....	.....	.....	.....	.....	.....
Richmond	187 56	562 44	750 00	107 17	280 00	387 17	80 37	176 11	256 48	53 59	150 70	204 29
Shelburne	187 56	575 00	762 56	107 17	311 00	418 17	80 37	166 25	246 62	53 59	137 50	191 09
Victoria	.....	.....	.....	107 17	175 00	282 17	80 37	156 43	236 80	53 59	153 75	207 34
Yarmouth	156 27	880 00	1036 27	107 17	427 14	534 31	80 37	190 00	270 37	53 59	125 00	178 59
Total, 1907	$ 174 89	$ 722 83	$ 897 72	$ 107 17	$ 413 97	$ 521 14	$80 37	$ 277 86	$ 358 23	$53 59	$ 160 61	$ 214 20
" 1906	182 88	704 57	887 45	109 43	375 36	484 79	82 06	222 89	304 95	54 71	144 82	199 53
Increase	.....	$18 26	$10 27	.....	$38 61	$36 35	.....	$54 97	$53 28	.....	$15 79	$14 67
Decrease	$7 99	.....	.....	$2 26	.....	.....	$1 69	.....	.....	$1 12	.....	.....

TABLE XVI.—AVERAGE ANNUAL SALARIES OF FEMALE TEACHERS.

Nova Scotia, Year ended July, 1907.

County.	Class A.—(Female)			Class B.—(Female).			Class C.—(Female).			Class D.—(Female).		
	Prov Aid.	From Section.	Total.	Prov. Aid.	From Section.	Total.	Prov Aid.	From Section.	Total.	Prov. Aid	From Section.	Total.
Annapolis	$ 143 11	$ 450 00	593 11	$ 107 17	$ 205 00	$ 312 17	$80 37	$ 144 09	$ 224 46	$53 59	$ 107 01	$ 160 60
Antigonish	188 56	180 00	368 56	107 17	218 00	325 17	80 37	129 64	210 01	53 59	114 16	167 75
Cape Breton	130 72	500 00	630 72	107 17	295 45	402 62	80 37	230 51	310 88	53 59	180 98	234 57
Colchester	160 76	420 00	580 76	107 17	222 50	329 67	80 37	172 00	252 37	53 59	113 00	166 59
Cumberland	160 55	252 66	413 21	107 17	201 37	308 54	80 37	165 15	245 52	53 59	125 51	179 10
Digby	.....	.....	.....	107 17	191 15	298 32	80 37	146 34	226 71	53 59	136 45	190 04
Guysboro	.....	.....	.....	107 17	234 16	341 33	80 37	159 17	239 54	53 59	127 00	180 59
Halifax City	144 91	481 09	626 00	107 17	389 66	496 83	80 37	344 27	424 64	53 59	216 41	270 00
Halifax County	.....	.....	.....	107 17	226 40	333 57	80 37	186 25	266 62	53 59	126 20	179 79
Hants	160 77	550 00	710 77	107 17	221 08	328 25	80 37	163 83	244 20	53 59	130 93	184 52
Inverness	.....	.....	.....	107 17	215 00	322 17	80 37	141 94	222 31	53 59	122 36	175 95
Kings	147 22	323 75	470 97	107 17	274 36	381 53	80 37	154 73	235 10	53 59	111 22	164 81
Lunenburg	160 75	420 00	580 75	107 17	176 85	284 02	80 37	145 06	225 43	53 59	102 23	155 82
Pictou	133 97	400 80	533 97	107 17	199 05	306 22	80 37	143 52	223 89	53 59	123 60	177 19
Queens	160 75	440 00	600 75	107 17	188 33	295 55	80 37	151 67	232 04	53 59	114 10	167 69
Richmond	.....	.....	.....	107 17	256 66	363 83	80 37	146 17	226 54	53 59	115 40	168 99
Shelburne	187 52	375 00	562 52	107 17	191 25	298 42	80 37	148 78	229 15	53 59	113 68	167 27
Victoria	183 04	250 00	433 04	107 17	178 33	285 50	80 37	158 33	238 70	53 59	135 00	188 59
Yarmouth	133 94	280 00	413 94	107 17	233 25	340 42	80 37	189 64	270 01	53 59	142 78	196 37
Total, 1907	$ 156 89	$ 380 18	$ 537 07	$ 107 17	$ 227 25	$ 334 42	$80 37	$ 169 53	$ 249 90	$53 59	$ 129 37	$ 182 96
" 1906	155 86	385 22	541 08	109 43	212 98	322 41	82 06	166 94	249 00	54 71	131 19	185 90
Increase	$ 1 03	.....	.....	.....	$ 14 27	$ 12 01	.....	$ 2 59	$ 0 90	.....	.....	.....
Decrease	.....	$ 5 04	$ 4 01	$ 2 26	.....	.....	$ 1 69	.....	.....	$ 1 12	$ 1 82	$ 2 94

TABLE XVII.

Apportionment of County Fund to Trustees for Year ended July, 1907.

MUNICIPALITIES.	Grand total days attendance made by all the pupils.	On account of Teachers employed.	On account of average attendance of Pupils.	On account of Pupils attending Halifax Sch. for Blind.	On acct of Pupils attending Deaf & Dumb Inst., Halifax.	Total amount appropriated.	Amount per Pupil in attendance the full year.
Annapolis, County of	466820	$ 3273 35	$ 3186 17	.....	$ 135 00	$ 6594 52	$1 35
Antigonish "	265222	1982 54	2333 47	$ 450 00	.....	4766 01	1 73
Cape Breton "	1316141	5452 60	9841 96	1035 00	880 00	17209 56	1 54
Colchester "	622778	3872 44	4517 30	270 00	90 00	8749 74	1 44
Cumberland "	994570	5246 33	6421 27	360 00	630 00	12657 60	1 35
Digby, District of	282036	1659 44	1819 12	540 00	90 00	4108 56	1 27
Clare "	230821	1140 08	1774 50	.....	90 00	3004 58	1 56
Guysboro "	271934	1676 82	2224 06	720 00	180 00	4800 88	1 63
St. Mary's "	89755	629 43	871 83	135 00	.....	1636 26	1 93
Halifax, County of	782038	4020 56	6506 03	585 00	630 00	11741 59	1 70
Hants, East, District of	198270	1482 12	1527 88	90 00	180 00	3280 00	1 50
Hants, West "	292991	1686 54	2283 06	90 00	90 00	4149 60	1 57
Inverness, County of	445957	2862 68	4660 64	180 00	810 00	8513 32	2 07
Kings "	498198	3275 12	3682 83	270 00	450 00	7677 95	1 47
Lunenburg and New Dublin, District of	731496	3769 01	4657 33	360 00	540 00	9326 34	1 30
Chester, District of	147458	757 31	1250 72	.....	.....	2008 03	1 70
Pictou, County of	759691	4441 95	6548 70	360 00	360 00	11710 65	1 79
Queens "	258858	1449 41	2039 73	90 00	.....	3579 14	1 59
Richmond "	265192	1719 12	2650 94	.....	360 00	4730 06	2 07
Shelburne, District of	183686	1169 77	740 23	360 00	180 00	2450 00	0 83
Barrington "	190365	1021 87	1178 73	90 00	270 00	2560 60	1 26
Victoria, County of	191767	1379 86	2296 14	.....	.....	3676 00	2 35
Yarmouth, District of	367148	1776 73	2547 30	180 00	90 00	4594 03	1 43
Argyle "	311872	1376 04	1667 81	180 00	210 00	3433 85	1 07
Total, 1907	10165064	$ 57121 12	$ 77227 75	$ 6345 00	$ 6265 00	$146958 87	$1 56
" 1906	10782224	56374 19	77831 65	6165 00	6718 00	147088 84	1 52
Increase	.....	$ 746 93	.....	$ 180 00	.....	.....	$0 04
Decrease	617160	.....	$ 603 90	.....	$453 00	$ 129 97	.....

TABLE XVIII.

SPECIAL GOVERNMENT AID TO POOR SECTIONS, 1907.

COUNTY.	Paid by Government over and above the ordinary Aid towards Salaries of Teachers employed in Poor Sections.		TOTAL.
	First Half Year.	Second Half Year.	
Annapolis	$118 59	$120 63	$239 22
Antigonish	28 72	44 56	73 28
Cape Breton	37 28	41 83	79 11
Colchester	121 72	110 99	232 71
Cumberland	107 60	112 95	220 55
Digby	99 35	82 96	182 31
Guysboro	75 52	103 62	179 14
Halifax County	138 48	161 52	300 00
Hants	106 31	121 94	228 25
Inverness	81 83	122 02	203 85
Kings	150 00	150 00	300 00
Lunenburg	110 46	112 74	223 20
Pictou	92 89	100 64	193 53
Queens	68 20	64 25	132 45
Richmond	65 48	76 17	141 65
Shelburne	37 63	46 65	84 28
Victoria	60 05	69 71	129 76
Yarmouth	63 58	60 76	124 34
Total, 1907	$1563 69	$1703 94	$3267 63
" 1906	1664 35	1773 45	3437 80
Increase	.....	.....	.....
Decrease	$100 66	$69 51	$170 17

TABLE XIX.

POOR SECTIONS—SPECIAL MUNICIPAL ALLOWANCE.

MUNICIPALITIES.	Number of these Sections having Schools.	Amount of Municipal Fund paid to these Schools over and above ordinary allowance.
Annapolis, County of	23	$ 349 73
Antigonish, "	10	201 44
Cape Breton, "	10	159 33
Colchester, "	14	231 23
Cumberland, "	16	214 53
Digby, District of	13	214 50
Clare, "	6	105 95
Guysboro, "	11	199 48
St. Mary's, "	3	51 01
Halifax, County of	15	430 41
Hants, East, District of	10	201 19
Hants, West, "	9	169 62
Inverness, County of	19	348 48
Kings, "	28	458 62
Lunenburg and New Dublin, District of	12	195 73
Chester, District of	5	101 81
Pictou, County of	18	287 97
Queens, "	8	137 47
Richmond "	12	187 26
Shelburne, District of	4	64 17
Barrington, "	4	59 36
Victoria, County of	10	233 23
Yarmouth, District of	5	81 87
Argyle, "	7	131 67
Total, 1907	272	$4816 06
" 1906	274	4871 82
Increase	.....	.....
Decrease	2	$55 76

TABLE XX.—COUNTY ACADEMIES.

Academies	Instructors.	Class of License.	Annual Salary.	Department or Subjects Taught. (Subjects are given briefly by Numbers)	Hours per Day.
Annapolis	Wm. H. Magee, Ph. D	A. cl.	$ 1050 00	Nos. 91, 92, 93 94, 95, 96, 97, 98, 99. 100, 106, 109 in Grade XI; Nos. 91, 92, 94, 95, 96, 98, 99. 101. 102, 107 in Grade X; Nos. 91, 92, 94, 98, 101 in Grade IX	5
	Mabel E. Bishop	A. cl.	450 00	Nos 97, 108 in Grade X; Nos. 91. 92 94, 96, 97, 98, 99, 102, 104, 105, 106 in Grade IX	5
	A. Boyd Crowe	C.	50 00	No. 117 in Grade XI; Nos. 97, 99, 104, 108, 117 in Grade X; Nos. 97 99, 104, 116, 117 in Grade IX	5
Antigonish	Rev Hugh McPherson, D. D	A. cl.	750 00	Nos 94, 95, 97, 107, 112, 113, 119	5
	Rev. J. J. Tompkins, M. A.	A. cl.	750 00	" 92, 93, 98	4
	Andrew McGillivray, B. A	A. sc.	750 00	" 99, 100, 104, 105, 106. 114, 115, 116	4½
	Sr St. Leonard	B.	180 00	" 91, 100, 105, 112: 113	5
Cape Breton	J. A. Armstrong, B. A	A. cl.	1100 00	" 98. 99, 100, 111, 114	5
	F. I. Stewart, B. A	A. cl.	1000 00	" 92, 93, 95, 99, 101, 102, 104, 105, 106, 107, 108, 115, 116	5
	I M. Leonard	C.	275 00	" 91. 94, 96, 97, 105, 109, 112, 113	5
	J. C. Dawson		750 00	" 117	2½
	Myrtle McCallum		450 00	" 118	2½
Colchester	W. R. Campbell, M. A.	A. cl.	1300 00	" 92, 93, 109	4¾
	J. E. Barteaux, M. A	B.	1000 00	" 99, 105, 106, 107, 108	4¾
	L A. DeWolfe, M Sc	A. sc.	900 00	" 98, 100, 101, 105. 106, 112, 113, 114. 115, 116	4¾
	A. A McKimmie, B A.	A. cl.	900 00	" 91, 94. 95, 96, 111	4¾
	D. G Davis, B. A	C.	805 00	" 91, 93, 96	4¾
	L. A. Richardson, B. A	A. cl.	625 00	" 95, 99, 102, 104	4¾
	E. Mary McDougall, B. A	A. cl.	575 00	" 92, 96, 97, 101	4¾
	H. S Patterson	B.	900 00	" 91, 92, 96, 98, 109, 110, 111	4¾
Cumberland	E. J. Lay	A. cl.	1300 00	" 92, 94, 96, 98, 99. 100, 105, 106, 114, 115	5
	N D McTavish	A. sc.	900 00	" 95, 97, 98, 99, 101, 102, 104, 106, 107, 108	5
	Ernest Robinson, B. A	A. cl.			
	Anna L. Bigney	B.	330 00	" 91, 96, 97, 98, 99, 101	5
Digby	Rupert F. Morton, B. A	A. cl.	800 00	All subjects	4¾
Guysboro	Wm. W. Herdman	A. sc.	775 00	" "	4¾
Halifax	Wm. T. Kennedy	A. cl.	1600 00	Nos. 96, 97, 99	4
	S. A. Morton, B. A	A. cl.	1250 50	" 98, 100, 101, 102, 104	4
	I. Katherine Mackintosh	A. cl.	900 00	" 91. 96	4

TABLE XX.—COUNTY ACADEMIES—*Continued.*

Academies.	Instructors.	Class of License.	Annual Salary.	Department or Subjects Taught. (Subjects are given briefly by Numbers.)	Hours per Day.
Halifax	Florence A. Peters	B.	850 00	Nos. 91, 98, 101	4
	Jotham W. Logan, B A	A. cl.	1200 00	" 92 93	4
	Joseph B. McCarthy, B. A., B. Sc.	B.	1100 00	" 105, 106, 107, 109	4
	Ella M. Bigney	B.	700 00	" 94, 95	4
	Katherine F. Hill		250 00	No. 104	
	Eleanor M. MacDonald	C.	500 00	Nos. 103, 121, 122	4
Hants	John A. Smith, M. A	A. cl.	1000 00	" 91,92,93,94,95,96,97,98,99,100,101,102,104,106,107,109	4¾
	Antoinette Forbes, B. A	A. cl.	550 00	" 91, 92, 94, 96, 97, 98, 99, 101, 102, 104, 105, 106	4¾
Inverness	Edmund B. Smith, M. A	A. cl.	800 00	All subjects	5¼
Kings	Ernest E. Fairweather, B. A	A. cl.	900 00	Nos. 96, 98, 100, 101, 107	4¾
	Winifred M Webster, B A	A. cl.	600 00	" 91, 92, 94, 99	4¾
	Bertha G. Oxner	A. sc.	425 00	" 91, 96, 97, 102, 104, 105, 106, 108, 109	4¾
Lunenburg	B. McKittrick, B. A.	A. cl.	1200 00	" 91,94,97,98,99,100,101,102,105,106,107,108,109,114,115.	5
	Minnie C. Hewitt	A. cl. & sc.	650 00	" 91 92, 93, 95, 96, 98, 99, 101, 104	5
Pictou	Robert McLellan	A. cl.	1200 00	" 92, 93, 94, 95	4
	Henry F. Munro, B. A.	A. cl.	900 00	" 91, 96, 97, 111	4
	Clarence L. Moore, B. A	A. cl.	1000 00	" 99, 100, 105, 106, 107, 108, 109, 110, 112, 113	4
	Angus N. McLeod	A. cl.	850 00	" 97, 98, 101, 102, 104, 106, 114, 115, 116	4
Queens	Wm. A. Creelman	A cl.	900 00	" 92, 99, 102, 104, 106, in Grade IX; Nos. 92, 99, 101, 102, 104, 107 in Grade X; Nos. 92, 93, 98, 99, 100 106 in Grade XI; Nos. 92, 107 in Grade XII	4¾
	Jennie E. Mullins	A. cl.	600 00	" 91, 94, 96, 97, 98, 101, 105 in Grade IX; Nos. 91, 94, 96, 97 in Grade X; Nos. 91, 94, 96, 97, 109 in G. XI	4¾
Richmond	Wm. A. Macdonald	A. cl.	750 00	All subjects	5¼
Shelburne	C. Stanley Bruce	A. cl.	775 00	All subjects	5
	R. Mabel McCurdy	A. cl.			
	Ernest A. Munro	A. cl.			
Victoria	Pauline Macdonell, B. A	A. cl.	750 00	All subjects	4½
Yarmouth	Harold J. Wyman	A. sc.	850 00	Science	5
	Jas. H. Bingay	A. sc.	800 00	English and History	5
	Geo. D. Blackadar, B. A	A. cl.	900 00	Classics and Modern Languages	5
	Willard F. Kempton	A. cl.	1200 00	Mathematics	5

County.	First Quarter.			Second Quarter.				Third Quarter.				Fourth Quarter			
	Total pupils on register at end of quarter. 16	Average daily attendance. 17	Percentage of pupils in daily attendance. 18	Total pupils on register at end of quarter. 19	No. attended during quarter. 20	Average daily attendance. 21	Percentage of pupils in daily attendance. 22	Total pupils on register at end of quarter. 23	No. attended during quarter 24	Average daily attendance. 25	Percentage of pupils in daily attendance 26	Total pupils on register at end of quarter. 27	No. attended during quarter. 28	Average daily attendance. 29	Percentage of pupils in daily attendance. 30
Annapolis	52	41.9	80.6	54	52	41.6	80.	54	47	35.8	76.2	54	44	35.1	79.8
Antigonish	178	139.2	78.2	200	199	169.1	85.	206	196	168.2	85.8	206	181	164.4	90.8
Cape Breton	88	66.8	75.9	90	77	61.6	80.	93	78	59.1	75.8	93	74	61.5	83.1
Colchester	240	204.3	85.3	254	247	195.9	79.9	255	220	168.2	76.6	255	200	170.6	85.4
Cumberland	93	82.6	88.9	97	96	82.	85.4	97	91	71.	78.9	97	84	73.	86.9
Digby	21	16.2	77.2	23	23	18.5	80.4	23	20	17.1	85.5	23	20	17.6	88.
Guysboro	44	37.2	84.5	45	44	37.	84.	45	41	33.9	82.7	45	40	35.	87.5
Halifax	349	315.3	90.4	358	348	294.6	84.7	364	330	274.7	83.3	365	315	256.4	81.4
Hants	61	52.6	86.2	65	63	51.1	81.1	67	61	51.2	83.9	68	60	51.6	86.
Inverness	34	27.8	81.8	36	35	28.7	82.	36	32	27.3	85.3	36	27	24.1	89.3
Kings	69	57.1	82.7	78	73	58.2	79.7	82	72	61.2	85.	84	71	59.5	83.8
Lunenburg	72	61.7	84.5	75	74	64.3	86.9	78	73	61.4	84.1	78	70	61.6	88.
Pictou	169	144.3	85.3	177	173	133.5	77.1	180	163	127.5	78.2	180	140	101.4	72.4
Queens	51	40.8	79.9	53	49	38.3	78.2	53	44	35.4	80.5	53	43	37.9	88.
Richmond	27	21.3	78.9	31	29	22.1	76.2	31	29	23.2	80.	31	29	25.9	89.3
Shelburne	27	24.3	89.6	29	28	25.1	89.6	29	28	24.4	87.1	29	27	23.	85.2
Victoria	29	22.2	76.6	31	30	23.7	79.	31	29	22.4	77.2	31	26	23.8	91.5
Yarmouth	138	122.8	89.	144	136	114.5	84.2	144	124	111.	89.5	144	119	105.3	88.5
Total, 1907	1742	1478.4	84.8	1840	1776	1459.8	82.2	1868	1678	1373.	81.8	1872	1570	1327.7	84.5
" 1906	1759	1493.8	84.9	1855	1789	1482.2	82.9	1889	1701	1428.	83.9	1895	1550	1313.9	84.7
Increase	....	.....	.....	.....	....	.....	...	.....	....	.....	.....	.....	20	13.8	.....
Decrease	17	15.4	.1	15	13	22.4	.7	21	23	55	2.1	23	.....	.....	.2

TABLE XX.—COUNTY ACADEMIES—*Continued.*

County.	Half Years.				Whole School Year.				
	Days open first half year. 31	Days open second half year. 32	Total days attendance first half year. 33	Total days attendance second half year. 34	Annual Enrolment. 35	Total days attendance whole year. 36	Daily present on an average. 37	Percentage of annual Enrolment (35) daily present. 38	Average of quarterly percentages (18), (22), (26) and (30). 39
Annapolis	98.	102.	4085.	3583.5	54	7668.5	38.3	71.	79.1
Antigonish	103.	103.	13995.5	14398.	206	28393.5	159.4	77.4	84.9
Cape Breton	98.	100.	6257.5	6020.	93	12277.5	62.	66.7	78.7
Colchester	98.	92.	19568.	15574.	255	35142.	185.	72.6	81.8
Cumberland	97.	99.	7979.	7126.	97	15105.	77.	79.4	85.
Digby	103.	101.	1792.	1759.5	23	3551.5	17.4	75.7	82.8
Guysboro	100.	103.	3707.	3385.	45	7092.	35.8	79.5	84.7
Halifax	98.	102.	29613.	27186.	365	56699.	286.1	78.4	85.
Hants	100.	101.5	5121.	5199.	68	10320.	51.2	75.3	84.3
Inverness	98.	102.	2774.5	2616.	36	5390.5	27.	75.	84.6
Kings	103.	103.	5881.	6220.5	84	12101.5	58.7	69.9	82.8
Lunenburg	97.	102.	6130.	6271.	78	12401.	62.3	81.	85.8
Pictou	97.	102.	12681.	11222.	180	23903.	126.5	70.3	78.2
Queens	98.	103.	3867.5	3771.5	53	7639.	38.	71.7	81.7
Richmond	102.	100.	2212.5	2451.5	31	4664.	23.1	74.5	81.1
Shelburne	96.	95.	2377.5	2260.5	29	4638.	24.3	83.8	87.9
Victoria	105.	98.	2407.	2235.5	31	4642.5	22.9	73.9	81.1
Yarmouth	103.	99.	12190.5	10730.	144	22920.5	113.5	78.8	87.8
Total, 1907	99.6	100.4	142639.5	131909.5	1872	274549.	1408.5	75.2	83.1
" 1906	101.3	99.	149787.	135842.5	1898	285629.5	1431.8	75.4	82.9
Increase	....	1.4	....	....	....	....	....	....	.2
Decrease	1.7	....	7147.5	3933.	26	11080.5	23.3	.2	....

County.	No. on Register whose Attendance during the whole year was						Analysis of Annual Enrolment.						
	Less than 20 days.	20 to 49 days.	50 to 99 days.	100 to 149 days.	150 to 199 days.	200 days and over.	Over 5 and under 15.	15 years and over.	No. of Boys.	No. of Girls.	No. of Pupils enrolled *not* belonging to this School Section.	No. from beyond limits of Section, but within the County.	No. from beyond the limits of the County.
	45	46	47	48	49	50	52	53	54	55	126	*b*	*c*
Annapolis	2	1	13	7	28	3	18	36	17	37	29	29	.....
Antigonish	7	9	22	81	79	8	29	177	118	88	136	29	107
Cape Breton	9	3	10	18	53	.....	36	57	40	53	11	11	.....
Colchester	6	16	35	52	146	.....	88	167	116	139	96	74	22
Cumberland	.....	3	10	14	70	.....	46	51	35	62	21	21	.....
Digby	.....	.....	4	3	14	2	6	17	9	14	8	6	2
Guysboro	1	1	4	5	34	.....	9	36	16	29	24	24	.....
Halifax	3	13	37	50	262	.....	130	235	154	211	81	74	7
Hants	2	3	8	7	48	.....	24	44	26	42	30	29	1
Inverness	.....	2	6	4	23	1	9	27	22	14	16	15	1
Kings	2	8	10	13	45	6	30	54	35	49	31	31	.....
Lunenburg	.....	3	9	6	60	.....	27	51	24	54	26	22	4
Pictou	3	8	29	51	89	.....	36	144	85	95	91	56	35
Queens	4	2	6	6	34	1	16	37	23	30	7	7	.....
Richmond	2	.....	1	7	21	.....	4	27	15	16	10	8	2
Shelburne	1	.....	1	4	23	.....	13	16	12	17	1	1	.....
Victoria	.....	.....	8	1	22	.....	7	24	13	18	3	2	1
Yarmouth	1	10	11	14	92	16	49	95	63	81	28	27	1
Total, 1907	43	82	224	343	1143	37	577	1295	823	1049	649	463	183
" 1906	51	96	200	341	1091	119	574	1324	824	1074	646	443	203
Increase	.....	.....	24	2	52	.....	3	.....	.....	.....	3	23	.....
Decrease	8	14	.....	.....	.....	82	.....	29	1	25	.....	.....	20

TABLE XX.—COUNTY ACADEMIES—*Continued.*

County.	ANALYSIS OF HIGH SCHOOL STUDIES.																			
	English.					Latin.					Greek.				French.					
	Grade. IX.	Grade. X.	Grade. XI.	Grade. XII.	Total.	Grade. IX.	Grade. X.	Grade. XI.	Grade XII.	Total	Grade. X.	Grade. XI.	Grade XII.	Total.	Grade. IX.	Grade. X.	Grade XI.	Grade. XII.	Total.
Annapolis	23	16	15	....	54	8	1	9	...	18	....	5	....	5	12	4	8	....	24
Antigonish	62	62	38	42	204	42	46	31	35	154	5	3	8	16	53	53	35	37	178
Cape Breton	49	30	10	4	93	45	26	8	3	82	....	2	2	4	34	19	2	2	57
Colchester	100	70	53	30	253	83	41	25	22	171	5	7	8	20	58	33	25	22	138
Cumberland	40	34	23	....	97	23	22	15	...	60	....	...	....	...	....	13	18	....	31
Digby	9	8	6	....	23	6	4	....	..	10	...	....	...	....	2	2	.	...	4
Guysboro	15	22	8	....	45	8	6	4	....	18	...	...	...	....	10	10	2	...	22
Halifax	136	96	81	....	313	68	61	45	....	174	2	7	....	9	57	46	30	...	133
Hants	29	26	13	...	68	21	10	7	....	38	1	2	....	3	24	8	9	...	41
Inverness	13	13	10	....	36	2	3	2	...	7	....	....	....	....	4	4	8	....	16
Kings	32	31	20	1	84	6	5	....	1	12	....	....	...	...	10	15	....	1	26
Lunenburg	25	30	23	....	78	3	7	2	..	12	....	1	....	1	20	17	8	...	45
Pictou	53	51	40	33	177	41	38	27	28	134	....	13	6	19	31	32	32	31	126
Queens	27	11	11	....	49	9	2	3	1	15	....	1	....	1	12	3	5	....	20
Richmond	8	13	10	....	31	3	8	3	....	14	....	....	..	....	....	....	....	....	.....
Shelburne	15	5	9	...	29	5	2	1	....	8	...	....	.	.....	....	....	....	....	.....
Victoria	11	13	7	..	31	2	1	....	...	3	...	...	....	.	5	6	...	...	11
Yarmouth	53	51	33	4	141	36	29	17	2	84	6	3	...	9	46	38	27	4	115
Total, 1907	700	582	410	114	1806	411	312	199	92	1014	19	44	24	87	378	303	209	97	987
" 1906	726	610	409	97	1842	407	255	221	85	968	34	41	27	102	330	256	190	76	852
Increase	...	...	1	17	....	4	57	....	7	46	....	3	...	..	48	47	19	21	135
Decrease	26	28	....	..	36	....	....	22	...	.....	15	....	3	15	....	....	....	....	....

ANALYSIS OF HIGH SCHOOL STUDIES.

Academies.	German.				History.					Geography.				Algebra.				
	Grade. X.	Grade. XI.	Grade. XII.	Total.	Grade IX.	Grade. X.	Grade. XI.	Grade XII.	Total	Grade. IX.	Grade. X.	Grade. XI.	Total.	Grade. IX.	Grade. X.	Grade XI.	Grade. XII.	Total.
Annapolis	3	5	....	8	23	16	15	....	54	23	16	15	54	23	16	15	...	54
Antigonish	12	16	10	38	58	61	34	37	190	58	61	14	133	59	61	36	3	159
Cape Breton	7	3	2	12	49	30	10	...	89	49	30	10	89	49	30	10	4	93
Colchester	17	12	14	43	100	70	53	26	249	100	70	...	170	100	70	53	23	246
Cumberland	....	....	....	.....	40	34	23	...	97	40	34	....	74	40	34	23	....	97
Digby	....	....	....	.....	9	8	6	....	23	9	8	....	17	9	8	6	...	23
Guysboro	....	....	....	.....	15	22	8	...	45	15	22	...	37	15	22	8	....	45
Halifax	10	4	....	14	129	96	73	...	298	129	96	73	298	131	96	78	...	305
Hants	3	4	....	7	29	26	13	...	68	29	26	13	68	29	26	13	..	68
Inverness	....	....	...	.....	13	12	10	...	35	13	12	....	25	13	13	10	..	36
Kings	....	....	....	.....	31	31	20	...	82	32	31	....	63	31	31	20	1	83
Lunenburg	22	16	....	38	25	30	20	...	75	25	30	....	55	25	30	18	....	73
Pictou	4	6	24	34	53	51	40	33	177	53	51	40	144	53	51	40	27	171
Queens	....	....	...	.....	27	11	10	....	48	27	11	10	48	27	11	13	....	51
Richmond	....	....	....	.....	8	13	10	...	31	8	13	10	31	8	13	10	....	31
Shelburne	....	....	....	.....	15	5	9	....	29	15	5	....	20	15	5	9	....	29
Victoria	...	....	....	...	11	13	7	....	31	11	13	7	31	11	13	7	....	31
Yarmouth	13	3	1	17	52	51	31	4	138	52	51	35	138	54	51	35	3	143
Total, 1907	91	69	51	211	687	580	392	100	1759	688	580	227	1495	692	581	404	61	1738
" 1906	69	64	46	179	721	585	399	94	1799	721	585	248	1554	717	578	403	62	1760
Increase	22	5	5	32	...	....	....	6	.....	....	....	....	.....	..	3	1	....	.....
Decrease	....	....	....	.....	34	5	7	....	40	33	5	21	59	25	....	....	1	22

TABLE XX.—COUNTY ACADEMIES—*Continued.*

Academies.	Analysis of High School Studies.																			
	Geometry.					Practical Mathematics.	Arithmetic			Bookkeeping.			Shorthand.	Drawing.			Botany.		
	Grade. IX.	Grade. X.	Grade. XI.	Grade. XII.	Total.	Grade. XI.	Grade. IX.	Grade. X.	Total.	Grade. IX.	Grade. X.	Total.		Grade. IX.	Grade. X.	Total.	Grade. IX	Grade. XII	Total.
Annapolis	19	16	15	....	50	15	23	16	39	23	16	39	....	23	16	39	23	....	23
Antigonish	56	61	36	3	156	36	62	60	122	53	60	113	17	59	60	119	58	....	58
Cape Breton	49	30	10	4	93	10	49	30	79	49	30	79	....	49	30	79	49	3	52
Colchester	99	70	53	23	245	53	100	70	170	99	70	169	...	100	70	170	99	22	121
Cumberland	40	34	23	....	97	23	40	34	74	40	34	74	....	40	34	74	40	....	40
Digby	9	8	6	....	23	6	9	8	17	8	8	16	..	9	7	16	8	...	8
Guysboro	15	22	8	....	45	8	15	22	37	15	22	37	3	15	22	37	15	..	15
Halifax	130	96	81	....	307	77	132	96	228	113	96	209	45	128	96	224	55	....	55
Hants	29	26	13	....	68	13	29	26	55	29	26	55	....	29	26	55	29	....	29
Inverness	13	13	10	....	36	10	13	13	26	13	13	26	....	13	13	26	13	....	13
Kings	29	31	20	1	81	20	32	31	63	31	31	62	....	32	31	63	32	....	32
Lunenburg	25	30	18	....	73	18	25	30	55	25	30	55	....	25	30	55	25	....	25
Pictou	51	49	40	32	172	39	54	50	104	45	40	85	...	40	35	75	55	24	79
Queens	27	10	10	....	47	9	27	11	38	27	11	38	....	27	11	38	27	....	27
Richmond	8	13	10	....	31	10	8	13	21	8	13	21	....	8	13	21	8	....	8
Shelburne	15	5	9	..	29	9	15	5	20	15	5	20	....	15	5	20	15	....	15
Victoria	11	13	7	..	31	7	11	13	24	11	13	24	....	11	13	24	11	....	11
Yarmouth	53	43	32	2	130	34	53	50	103	53	45	98	....	53	45	98	36	3	39
Total, 1907	678	570	401	65	1714	397	697	578	1275	657	563	1220	65	676	557	1233	598	52	650
" 1906	703	570	399	65	1737	396	727	581	1308	711	568	1279	56	718	578	1296	624	37	661
Increase	....	..	2	....	...	1	...	....	...	...	....	....	9	....	...	....	...	15	...
Decrease	25	..	...	..	23	.....	30	3	33	54	5	59	....	42	21	63	26	....	11

TABLE XX.—COUNTY ACADEMIES—*Continued.*

ANALYSIS OF HIGH SCHOOL STUDIES.

Academies.	Physics Grade IX.	Physics Grade XI.	Physics Grade XII.	Physics Total.	Chemistry Grade X.	Chemistry Grade XII.	Chemistry Total.	Agriculture.	Physiology. Grade XI.	San. Sci'ce Grade XII.	Psychology. Grade XII.	Zoology. Grade XII.	Geology. Grade XII.	Trigonom y Grade XII.	Navigation Grade XII.	Astronomy. Grade XII.	Wood or Metal Work.	Domestic Science.	Music (Vocal).	In Cadet Corps.
Annapolis	23	15	..	38	16	....	16	16	15	....	....	....	....	..	....	....	54	....	....	....
Antigonish	58	36	36	130	60	10	70	29	36	28	23	5	5	30	14	11	....	68	67	....
Cape Breton	49	10	4	63	30	4	34	....	10	4	4	2	3	4	4	2	22	39	....	....
Colchester	100	53	24	177	70	25	95	70	53	30	25	18	20	26	20	23	....	....	....	....
Cumberland	40	23	....	63	34	....	34	....	23	....	....	....	....	23	....	....	....	....	....	....
Digby	9	6	....	15	8	....	8	7	6	....	....	....	....	....	....	....	....	....	....	....
Guysboro	15	8	....	23	22	....	22	....	8	....	....	....	....	....	....	....	....	....	....	....
Halifax	55	50	....	105	46	....	46	....	52	....	....	....	....	....	....	....	....	....	....	141
Hants	29	....	....	29	23	....	23	23	13	....	....	....	....	....	....	....	22	27	....	....
Inverness	13	10	....	23	12	....	12	12	10	....	....	....	....	....	....	....	....	....	36	....
Kings	32	20	1	53	31	....	31	31	20	1	....	....	....	1	....	....	22	23	....	....
Lunenburg	25	20	....	45	30	....	30	30	18	....	....	....	....	18	18	....	....	....	78	....
Pictou	55	39	30	124	49	28	77	....	39	32	31	24	28	28	25	20	16	36	....	....
Queens	27	9	....	36	14	....	14	13	10	3	....	....	....	....	....	....	....	....	....	....
Richmond	8	10	....	18	13	....	13	13	10	....	....	....	....	10	....	....	....	....	....	....
Shelburne	15	9	....	24	5	....	5	5	9	....	....	....	....	....	....	....	....	....	....	....
Victoria	11	7	....	18	13	....	13	13	7	....	....	....	....	....	....	....	....	....	....	....
Yarmouth	37	30	....	67	49	3	52	49	32	....	3	....	2	3	3	4	44	37	....	62
Total, 1907	601	355	95	1051	525	70	595	311	371	98	86	49	58	143	84	60	180	230	181	203
" 1906	626	342	114	1082	521	55	576	365	382	55	64	45	49	132	116	45	238	260	272	199
Increase	....	13	....	....	4	15	19	....	....	43	22	4	9	11	....	15	....	....	....	4
Decrease	25	....	19	31	....	....	....	54	11	....	....	....	....	....	32	....	58	30	91	....

TABLE XX.—COUNTY ACADEMIES—*Continued.*

Academies.	Taking Full High School Course.					Taking Partial High School Course.					Total of High School Grade										No. holding Prov. Cer. or Teacher's License.				
	Grade. IX.	Grade. X	Grade. XI	Grade. XII.	Total.	Grade. IX.	Grade. X.	Grade. XI.	Grade. XII	Total.	Grade IX.		Grade. X.		Grade. XI.		Grade. XII.		Total.		Grade. IX	Grade. X.	Grade. XI.	Grade. XII.	Total.
											M.	F.	M.	F.	M.	F.	M.	F.	M.	F.					
Annapolis	23	16	15	....	54	...	....	....	....	....	7	16	6	10	4	11	....	..	17	37	....	12	15	....	27
Antigonish	55	60	36	36	187	7	2	4	6	19	29	33	31	31	24	16	34	8	118	88	....	....	....	....	..
Cape Breton	49	30	10	4	93	....	...	....	....	...	25	24	11	19	3	7	1	3	40	53	....	18	8	4	30
Colchester	100	70	53	32	255	....	....	....	.	....	54	46	27	43	19	34	16	16	116	139	....	56	51	32	139
Cumberland	40	34	23	....	97	...	...	....	....	....	16	24	9	25	9	14	..	....	34	63	...	30	22	....	52
Digby	9	8	6	....	23	..	....	....	....	....	6	3	3	5	....	6	....	....	9	14	....	5	6	....	11
Guysboro	15	22	8	....	45	....	.	.	....	....	6	9	5	17	5	3	....	....	16	29	....	16	8	....	24
Halifax	138	96	82	....	316	9	15	25	..	49	68	79	51	60	42	65	....	..	161	204	136	95	81	....	312
Hants	29	26	13	....	68	...	...	..	..	....	11	18	13	13	2	11	....	...	26	42	....	14	11	..	25
Inverness	13	13	10	....	36	...	....	..	....	....	9	4	11	2	2	8	....	..	22	14	....	6	9	.	15
Kings	28	31	20	....	79	4	....	..	1	5	13	19	16	15	5	15	1	....	35	49	....	6	12	1	19
Lunenburg	25	30	18	....	73	....	....	5	...	5	11	14	9	21	4	19	....	....	24	54	....	21	19	..	40
Pictou	53	49	40	32	174	2	3	...	1	6	27	28	18	34	24	16	16	17	85	95	...	48	39	32	119
Queens	27	11	10	...	48	....	4	....	1	5	14	13	7	8	1	9	....	1	22	31	....	5	10	. 1	16
Richmond	8	13	10	....	31	....	....		....	....	5	3	6	7	4	6	....	....	15	16	....	5	10	..	15
Shelburne	13	4	9	....	26	2	1	....	....	3	6	9	1	4	5	4	....	....	12	17	....	4	9	...	13
Victoria	11	13	7	....	31	....	.	....	....	....	2	9	7	6	4	3	...	..	13	18	....	....	....	....	.
Yarmouth	54	51	35	4	144	....	....	....	....	...	21	33	26	25	15	20	1	3	63	81	....	46	33	4	83
Total, 1907	690	577	405	108	1780	24	25	34	9	92	330	384	257	345	172	267	69	48	828	1044	136	387	343	74	940
" 1906	707	568	401	99	1775	23	45	39	10	117	324	406	258	355	166	274	70	39	818	1074	24	405	367	65	861
Increase	....	9	4	9	5	1	....	....	....	....	6	....	....	....	6	....	....	9	10	....	112	....	....	9	79
Decrease	17	....	....	....	....	....	20	5	1	25	....	22	1	10	....	7	1	....	..	30	....	18	24	..	....

TABLE XX.—COUNTY ACADEMIES—*Continued.*

Academies.	No. of Pupils for whom accommodation is provided in a special room at one time.								School libraries for reference and circulation (not merely books required for teacher's desk) in locked case or special room.					Value of Scientific and other collections in Museum (Special room if any)	No. of Wall Maps, Glbs Charts & Cabinets of Models, Specim'ns, &c.
	In Chemical Laboratory (if any)	Estimated value of Apparatus (Ch. Lab.).	In Physical Laboratory (if any).	Estimated value of Apparatus (Ph. Lab.).	In Wood or Metal, Mec. Lab. (if any)	Estimated value of Apparatus.	In Domestic Science Lab. (if any).	Estimated value of Apparatus.	No. of cases or Libraries (if any).	No of Vols. at beginning of year.	Value of the same.	No of Vols. added during year.	Value of the same.		
Annapolis	20	$ 100 00	20	$ 195 00	14	$ 325 00	.....	.....	3	470	$ 160 00	230	$ 80 00	$ 350 00	45
Antigonish	50	3000 00	60	8500 00	....	675 00	40	.....	6	6900	13000 00	100	200 00	800 00	55
Cape Breton	12	300 00	4	350 00	20	550 00	20	$ 350 00	1	595	720 00	....	.....	.....	16
Colchester	36	350 00	36	350 00	....	1400 00	.....	1000 00	3	450	450 00	25	25 00	800 00	20
Cumberland	30	250 00	.....	250 00	....	.....	.....	.....	2	607	240 00	33	25 00	.....	55
Digby	....	.....	.....	.....	.....	.....	.....	.....	1	114	50 00	26	17 65	.....	28
Guysboro	8	125 00	.....	.....	.....	.....	.....	.....	1	216	80 00	....	.....	125 00	11
Halifax	48	1000 00	.....	300 00	.....	.....	.....	.....	3	1290	800 00	10	8 00	100 00	46
Hants	18	140 00	18	25 00	18	400 00	21	200 00	1	598	500 00	68	45 00	.....	30
Inverness	12	47 50	.....	107 50	....	.....	.....	.....	1	122	145 00	8	5 00	15 00	17
Kings	22	100 00	.....	.....	20	510 00	18	200 00	1	569	300 00	....	.....	.....	17
Lunenburg	20	100 00	.....	300 00	16	450 00	24	180 00	2	290	265 0	11	5 00	75 00	30
Pictou	36	330 00	20	750 00	20	200 00	20	150 00	1	1330	2150 00	120	110 00	1200 00	20
Queens	20	50 00	.....	120 00	.....	.....	.....	.....	2	93	40 00	7	3 00	.....	25
Richmond	4	50 00	.....	.....	.....	.....	.....	.....	1	65	27 00	7	4 00	.....	20
Shelburne	20	30 00	20	400 00	.....	.....	.....	.....	5	1101	520 00	12	5 00	70 00	35
Victoria	8	150 00	..	.....	.....	.....	.....	.....	1	2017	4000 00	154	300 00	.....	25
Yarmouth	32	550 00	45	500 00	16	480 00	20	700 00	11	1837	1740 00	92	50	100 00	38
Total, 1907	396	$6672 00	223	$12147 50	124	$4990 00	163	$2780 00	46	18664	$25187 00	903	$ 882 65	$3635 00	533
" 1906	376	6310 00	253	12160 00	145	3094 00	165	2755 00	43	16017	20709 00	966	937 35	3920 00	512
Increase	20	$ 362 00	.	....	....	$ 896 00	..	$25 00	3	2647	$4478 00	.....	.....	.....	21
Decrease	...	.....	30	$12.50	21	....	2	.....	....	.....	.....	63	$54 70	$ 285 00	.....

TABLE XX.—COUNTY ACADEMIES—*Continued.*

Academies.	Average Age of Pupils in each Grade. (On first day of school year.)				Grounds.	Assembly Room.	Gymnasium or Play Room		No. of Rifles in Armoury (if any)	No. of school rooms (departments with teachers).	Estimated value of scientific apparatus or specimens not in a separate room, but in cases, etc., within the school room itself.	Total Value.
	Grade. IX.	Grade. X.	Grade. XI.	Grade. XII.	Dimensions of Grounds on which building is situated. (Meters.)	Dimensions of (if there is a special room). (Meters.)	Dimensions of room (if any). (Meters)	Estimated value of apparatus.				Estimated value of all collections, apparatus, &c., &c. (not including furniture), as seats, desks &c., used for teaching purposes.
Annapolis	14.68	16.53	16.63	....	105.2 x 143.8	4.1 x 7.9 x 8.5	4 x 8.5 x 18.8	....	...	2	....	$ 1130 00
Antigonish	15.83	17.25	17.91	19.5	110. x 140.	3.7 x 12.5 x 21.	10. x 20. x 50.	....	....	17	....	25575 00
Cape Breton	14.53	15.67	17.09	18.35	80 2 x 106.7	5.4 x 14. x 21.3	....	....	....	3	....	1900 00
Colchester	14.5	16.58	16.75	18.33	20. x 50	4.3 x 13. x 18.4	....	....	...	7	$ 800 00	1500 00
Cumberland	14.53	15.43	16.16	....	104.6 x 102.6	5. x 13.7 x 19.6	3.1 x 7.2 x 12.9	....	....	3	....	700 00
Digby	15.24	16.38	17.47	....	35. x 62.	3.1 x 7.2 x 17.9	....	....	50	1	....	110 00
Guysboro	13.84	15.75	17.08	....	58. x 75.	....	....	....	..	1	....	200 00
Halifax	15.15	15.42	16.52	....	37.4 x 39.2	5.2 x 19.2 x 17.1	3.3 x 8.2 x 9.6	....	....	8	100 00	2000 00
Hants	14.7	16.01	16.69	....	57. x 85.	5.7 x 12 6 x 24.	3.3 x 8.2 x 9.6	....	....	2	....	260 00
Inverness	13.27	14.43	16.42	..	23.2 x 24.7	....	....	....	....	1	....	195 00
Kings	14.53	15.34	16.44	18.	131.5 x 167.	....	....	....	....	3	....	100 00
Lunenburg	14.59	15.75	16.50	....	93.2 x 128.6	4.5 x 11.4 x 19.6	....	....	...	2	....	750 00
Pictou	15.21	16.2	17.81	18.71	85. x 124.	4.8 x 9.7 x 21.	....	....	..	4	....	4890 00
Queens	14.74	15.98	17.08	16.83	....	....	....	....	..	2	....	300 00
Richmond	15.52	16.2	15.9	....	20.1 x 77.7	....	....	....	..	1	50 00	227 00
Shelburne	14.49	15.96	16.93	....	73.2 x 73.2	....	....	....	...	1	....	1000 00
Victoria	13.09	16.06	17.08	....	44. x 132.	....	....	....	..	1	....	200 00
Yarmouth	14.9	15.71	16.7	17.93	75. x 90.	....	7. x 11. x 12.	$50 00	63	4	....	4300 00
Total, 1907	14.63	15.92	16.84	18.23	....	....	....	$50 00	113	63	$ 950 00	$ 45337.00
" 1906	14.96	16.1	16.72	18.68	....	....	....	145 00	272	76	950 00	46200.00
Increase	....	....	.12	....	....	....	....	....	....	....	....	....
Decrease	.38	.18	....	.45	....	....	....	$95 00	59	13	....	$863 00

TABLE XXI.—GOVERNMENT NIGHT SCHOOLS.

County.	Section.	Teacher.	Assistant.	Pupils Enrolled.	Average Attendance.	No. of Sessions.
Cape Breton	McKay's Corner	C. J. Tompkins		56	17.8	32
"	Glace Bay	D. M. Matheson		30	19.9	40
"	Reserve Mines	Miles N. Tompkins		36	19.2	43
"	Sydney Mines	Wm. A. Robinson		21	10.4	26
"	Caledonia Mines	John McAskill		31	15.8	31
"	Bridgeport	D. M. Matheson		40	21.	25
Cumberland	Springhill	F. G. Morehouse		34	13.9	23
"	Joggin Mines	F. I. Lent		38	23.	51
Inverness	Inverness	John Y. McKinnon		59	32.	48
Richmond	Acadiaville	M. C. Doucet		46	31.6	38
"	"		L. R. LeBlanc			
"	Louisdale	J. Scott Nelson		39	22.	51
Yarmouth	M. W. Pubnico	Octave J. D'Eon		22	20.3	13
Total, 1907				452	246.9	421
" 1906				351	183.9	283
Increase				101	63.	138
Decrease						

TABLE XXII.—MANUAL TRAINING SCHOOLS *(a) Mechanic and (b) Domestic Science.*

County.	Section.	Teacher.	Date of opening of School—Day and Month.	Date of last session of School—Day and Month.	No. of half-days (2 hours sessions) school was in operation.	Total No. of Pupils.	Total No. of Males.	Total No. of Females.	Pupils who are not on the regular Public School Register of the Section during this School year. Total.	Males.	Females.	No. of full legal half-day (2 hours) Attendances made by all the pupils.	No. of full legal Attendances (2 hours) made by each on an average.	No. of weeks school was in operation.	Percentage of the total pupils who made the maximum legal attendance.
a. Mechanic Science.															
Annapolis	Annapolis	A. Boyd Crowe	Aug. 27	June 22	300	101	42	59	2	1	1	2880	28.5	41	69.5
"	Middleton	Reginald W. Bent	Aug. 28	June 28	156	61	59	2	1	1	.....	1534	25.1	40.	62.8
Cape Breton	Glace Bay	N. L. Cooke	Sept. 4	June 28	256	147	120	27	.....	.....	.....	3201	21.8	41.	53.2
"	Sydney	J. C. Dawson	Sept. 4	June 27	346	191	191	....	.....	.....	.....	4531	23.7	39.	60.7
"	Sydney Mines	Wm. A. Robinson	Aug. 22	June 28	157	71	71	....	.....	.....	.....	2003	28.2	42.	69.5
"	North Sydney	Wm. A. Robinson	Aug. 27	June 28	244	121	121	....	.....	.....	.....	3515	29.	41.	75.7
Colchester	Truro { Normal School Town.	F. G. Matthews	Oct. 4	June 27	.....	124	9	115	.....	.....	.....	1812	.....	27.	.....
		J. A. McKay	Sept. 4	June 27	247	147	147	....	17	17	.....	3367	23.	36.	64.
Halifax	Halifax	Chas. W. Parker	Aug. 22	June 29	383	222	222	....	.....	.....	.....	5840	13.6	42.	64.7
"	Dartmouth	H. W. Hewitt	Sept. 4	June 27	277	198	74	124	.....	.....	.....	4073	20.5	39.	74.3
Hants	Windsor	Chas. I. McNab	Aug. 28	June 27	157	88	88	....	.....	.....	.....	2464	14.2	41.	69.7
Kings	Kentville	"	Aug. 29	June 28	152	71	71	....	.....	.....	.....	1984	14	39	72.
"	Wolfville	Alex. Sutherland	Sept. 13	May 31	64	41	41	....	.....	.....	.....	881	21.5	33.	65.1
Lunenburg	Lunenburg	V. W. Messenger	Aug. 27	June 19	238	67	67	....	.....	.....	.....	2325	34.7	40.	86.7
"	Bridgewater	"	Aug. 27	June 25	162	58	58	....	.....	.....	.....	2020	34.8	42	82.8
Pictou	Pictou	Alden W. Faulkner	Sept. 6	June 21	132	74	74	....	.....	.....	.....	1767	23.8	37.	64.3
"	New Glasgow	"	Aug. 27	June 19	186	87	87	....	.....	.....	.....	23.2	26.4	40.	66.
Yarmouth	Yarmouth	Melford Grant	Sept. 17	June 29	160	116	116	....	1	1	...	3168	27.2	35	76.6
Total in Mechanic Science, 1907					3616	1985	1658	327	21	20	1	49657	24.1	38.6	69.2
" " " 1906					3730	2029	1794	235	31	31	.....	53137	25.7	39.9	69.
Increase					.....	.....	.....	92	.....	.....	1	.....	.....	.....	.2
Decrease					114	44	136	....	10	11	.....	3480	1.6	1.3	.....

b. Domestic Science.

Annapolis	Middleton	Elsie M. Hockin	Aug. 27	June 28	180	53	....	53	....	....	....	1682	32.6	41.	79.5
Cape Breton	Sydney	Myrtle D. McCallum	Sept. 3	June 28	342	207	....	207	....	....	....	5223	25.2	40.	63.
Colchester	Truro	Elizabeth P. McCall	Oct. 4	June 22	316	137	....	137	137	....	137	5988	28 1	34.	78.1
"	"	Sara L. Vance	Sept. 10	June 21	360	156	....	156	....	....	....	2977	19.	36.	53
Halifax	Halifax	Helen M Bell & Bessie B. Connor	Aug. 20	June 28	403	235	....	235	....	....	....	5364	22.8	42.	54.3
Hants	Windsor	Helen J. McDougall	Aug. 29	June 26	176	99	..	99	....	....	....	2484	25.	41.	61.4
Kings	Kentville	"	Aug. 29	June 28	145	66	....	66	....	....	....	1485	22.5	41.	54.
"	Wolfville	Annie Alice Bool	Sept. 13	May 23	90	102	....	102	6	....	6	1371	13.4	33.	80 9
Lunenburg	Lunenburg	Susan Kent	Sept. 5	June 19	216	87	....	87	....	....	....	2141	24.6	37.	67.1
"	Bridgewater	"	Sept. 7	June 25	145	61	....	61	....	....	....	1483	24 3	37.	65.7
"	Chester	Minnie F, Astbury	Aug. 20	June 27	206	65	22	43	6	....	6	1390	21.3	42.	50.9
Pictou	Pictou	Bertha F. Putnam	Sept. 5	June 28	186	106	..	106	1	....	1	1876	17.6	39.	45.3
"	New Glasgow	Annie Redmond	Aug. 28	June 19	210	115	..	115	....	....	....	2601	22 6	38.	59.5
"	Stellarton	Bertha F. Putnam	Sept. 6	June 25	126	93	10	83	22	....	22	2084	22.4	35.	64.
Yarmouth	Yarmouth	Susan E. Archibald	Sept. 17	June 19	306	133		133	1	....	1	3634	27.4	36	75.
Total Domestic Science, 1907					3413	1715	32	1683	173	....	173	45263	23.2	38.1	63.4
" " " 1906					3441	1677	4	1673	7	....	7	43356	25.8	39.	66.2
Increase					....	38	28	10	166	....	166	1907	....	....	....
Decrease					28	....	....	.	....	....	....	....	2.6	.9	2.8
Total in Manual Training, 1907					7029	3700	1690	2010	194	20	174	94920	23.6	38.3	66 3
" " " 1906					7171	3706	1798	1908	38	31	7	96493	25.7	39.4	67 6
Increase					....	..	....	102	156	....	167	....	....	....	....
Decrease					142	6	108	....	....	11	....	1573	2 1	1.1	1.3

TABLE XXII.—MANUAL TRAINING SCHOOLS—(*a*) *Mechanic and* (*b*) *Domestic Science—Continued.*

County.	Section.	Teacher.	No. for whom benches or working accommodations are provided at one session.	Estimated value of the equipment of the School (benches, tools, apparatus, etc.)	Annual Expenditure for: Salaries of Teachers.	Rent, fuel, and janitor's attendance.	Repairs to room or building.	Additions to the equipment.	Material used by pupils in their work.	Annual Receipts. From Provincial Grant.	From School Funds of the Section.	From Donations, etc.	Total Estimated Annual Expenditure for this department.
(*a*) *Mechanic Science.*													
Annapolis	Annapolis	A. Boyd Crowe	14	$ 330 00	$ 500 00	$ 10 00	.....	$ 2 00	$ 25 00	$ 432 00	$ 105 00	.....	$ 537 00
"	Middleton	Reginald W. Bent	20	475 00	275 00	50 00	.....	5 00	25 00	230 10	124 90	.....	355 00
Cape Breton	Glace Bay	N. L. Cooke	20	600 00	725 00	75 00	$ 65 00	15 00	30 00	480 15	429 85	.....	910 00
"	Sydney	J. C. Dawson	20	550 00	750 00	80 00	.....	.....	80 00	300 00	610 00	.....	910 00
"	Sydney Mines	Wm. A. Robinson	16	450 00	280 00	.....	.....	.....	60 00	159 45	180 55	.....	340 00
"	North Sydney	Wm. A. Robinson	16	450 00	420 00	.....	.....	.....	60 00	527 25	.....	.....	480 00
Colchester	Truro { Nl. Sch.	F. G. Matthews	42	1100 00	1550 00	50 00	.....	50 00	150 00	300 00	1500 00	.....	1800 00
	Truro { Town	J. A. McKay											
Halifax	Halifax	Chas. W. Parker	20	600 00	685 00	340 32	60 88	13 31	73 26	600 00	572 77	.....	1172 77
"	Dartmouth	H. W. Hewitt	20	530 00	700 00	170 00	15 00	30 00	65 00	.....	.....	.....	980 00
Hants	Windsor	Chas. I. McNab	16	500 00	325 00	200 00	.....	25 00	90 00	300 00	340 00	.....	610 00
Kings	Kentville	Chas. I. McNab	20	510 00	325 00	40 00	.....	.....	50 00	289 95	125 05	.....	415 00
"	Wolfville	Alex. Sutherland	17	580 00	86 00	25 00	.....	.....	10 00	132 15	.....	.....	121 00
Lunenburg	Lunenburg	V. W. Messenger	16	480 00	396 00	25 00	.....	10 00	45 00	300 00	176 00	.....	476 00
"	Bridgewater	V. W. Messenger	15	375 00	284 00	51 52	.....	.....	66 32	303 00	78 84	.....	381 84
Pictou	Pictou	Alden W. Faulkner	20	425 00	300 00	80 00	5 00	.....	50 00	265 05	169 95	.....	435 00
"	New Glasgow	Alden W. Faulkner	20	600 00	450 00	100 00	.....	.....	75 00	300 00	325 00	.....	625 00
Yarmouth	Yarmouth	Melford Grant	16	450 00	450 00	25 00	25 00	.....	100 00	300 00	300 00	.....	600 00
Total in Mechanic Science, 1907			328	$9025 00	$ 8181 00	$ 1321 84	$170 88	$150 31	$ 1054 58	$ 5219 10	$ 5037 91	.....	$11178 61
" " " 1906			327	9015 00	9040 50	1190 80	105 95	230 00	1021 44	6309 45	5380 74	.....	11588 69
Increase			1	$ 10 00	.....	$131 04	$ 64 93	.....	$ 33 14	.....	.....	.....	.....
Decrease			.....	.....	$859 50	.....	.....	$ 79 69	.....	$ 1090 35	$ 342 83	.....	$ 410 08

Annapolis	Middleton	Elsie M. Hockin	20	$ 300 00	$ 400 00	$ 75 00	.....	.....	$ 22 36	$ 252 30	$ 245 06	.....	$ 497 36
Cape Breton	Sydney	Myrtle D. McCallum	20	350 00	450 00	.....	.....	.....	120 00	300 00	270 00	.....	570 00
Colchester	Truro	Elizabeth P. McColl	40	1000 00	1114 00	50 00	.....	$ 26 56	193 95	300 00	948 85	$ 135 66	1384 51
		Sara L. Vance											
Halifax	Halifax	Helen M Bell	20	450 00	1057 00	329 07	$ 64 58	11 57	75 00	600 00	987 22	.....	1587 22
		Bessie B. Connor											
Hants	Windsor	Helen J. McDougall	18	225 00	200 00	150 00	.....	.....	75 00	300 00	125 00	.....	425 00
Kings	Kentville	Helen J. McDougall	18	200 00	200 00	40 00	.....	.....	.....	922 75	17 25	.....	240 00
"	Wolfville	Annie Alice Bool	20	200 00	350 00	75 00	.....	.....	40 00	205 65	259 35	.....	465 00
Lunenburg	Lunenburg	Susan Kent	24	180 00	261 00	50 00	.....	.....	44 00	300 00	55 00	.....	355 00
"	Bridgewater	Susan Kent	14	220 00	174 00	46 52	.....	.....	45 92	222 45	43 99	.....	266 44
"	Chester	Minnie F. Astbury	20	125 00	300 00	40 00	3 05	2 10	45 76	208 50	182 41	.....	390 91
Pictou	Pictou	Bertha F. Putnam	20	275 00	300 00	.....	.....	4 75	35 95	281 40	59 30	.....	340 70
"	New Glasgow	Annie Redmond	20	200 00	375 00	60 00	10 00	.....	40 00	300 00	175 60	.....	475 00
"	Stellarton	Bertha F. Putnam	25	200 00	200 00	200 00	.....	10 00	60 00	300 00	170 00	.....	470 00
Yarmouth	Yarmouth	Susan E. Archibald	15	700 00	400 00	45 00	5 50	16 77	78 30	300 00	175 62	72 95	548 57
Total Domestic Science, 1907			294	$ 4625 00	$ 5781 00	$ 1150 59	$ 86 13	$ 71 75	$ 876 24	$ 4093 05	$ 3663 95	$ 208 61	$ 7965 71
" " " 1906			257	3656 00	5840 67	1087 45	106 95	100 61	940 75	3960 85	4 61 58	53 00	8075 43
Increase			37	$ 969 00	.....	$ 63 14	.....	.....	.....	$ 132 20	.....	$ 155 61	.....
Decrease			.....	.....	$ 59 67	.....	$ 19 82	$ 28 86	$ 64 51	.....	$ 397 63	.....	$ 109 72
Total Manual Training, 1907			622	$13650 00	$14262 00	$ 2472 43	$ 257 01	$ 222 06	$ 1910 82	$ 9312 15	$ 8701 86	$ 208 61	$19144 32
" " " 1906			584	12671 00	14881 17	2278 25	211 90	330 61	1962 19	10270 30	9442 32	53 00	19664 12
Increase			38	$ 979 00	.....	$ 194 18	$ 45 11	.....	.....	.....	.....	$ 155 61	.....
Decrease			.....	.....	$ 619 17	.....	.....	$ 108 55	$ 31 37	$ 958 15	$ 740 46	.....	$ 520 80

TABLE XXIII.—RURAL SCHOOL LIBRARIES.

Nova Scotia, Year ended 31st July, 1907.

County.	Section.	Teacher.	Govt. Grant.	Summary of Financial Statistics. Total expenditure on Library since year 1900 (from last Annual Return)	Expended this school year on Library case and accessories	Expended this year on books.	Total expenditure to end of this school year.	Estimated present value of Library case and accessories	Estimated present value of books.	Estimated present value of total Library equipment.
Annapolis	Lawrencetown	Mary McL. Brown	$ 5 00	.....	$ 9 75	$ 45 25	$ 55 00	$ 9 75	$ 56 15	$ 65 90
Cumberland	Pugwash	D. L. Shortliffe	5 00	$ 34 00	8 00	33 00	75 00	8 00	67 00	75 00
Digby	Weymouth Bridge	Egbert P. Morse	10 00	65 34	0 65	.....	65 99	15 00	100 00	115 00
Hants	Three Mile Plain	Sadie Lewis	5 00	2 50	.....	.....	2 50	3 40	47 29	50 69
"	Upp. 9 Mile River	Janie E. Embree	5 00	.....	.....	.....	.....	6 50	34 60	41 10
Kings	Greenwich	Nellie B. McMahon	5 00	.....	0 60	35 29	35 89	3 00	44 00	47 00
Pictou	West River	D. S. McIntosh	5 00	41 42	.....	8 45	49 87	2 25	44 95	47 20
Shelburne	Lr. Woods' Harbor.	Millage Oulton	10 00	161 21	.....	.....	161 21	21 00	133 00	154 00
"	Clark's Harbor	Arthur D. Fox	10 00	38 00	14 08	20 00	72 08	15 00	85 30	100 30
Yarmouth	Arcadia	Florence Densmore	5 00	.....	8 61	32 85	41 46	8 61	43 06	51 67
"	Central Kemptville	Gladys Manzar	5 00	54 50	1 28	4 40	60 18	15 00	56 40	71 40
"	West "	Elsie B Smith	5 00	35 00	.....	7 03	42 03	3 00	39 03	42 03
"	Pembroke Shore	Louise M. Thorburn	5 00	53 80	.....	1 20	55 00	13 00	50 00	63 00
		Total, 1907	$ 80 00	$485 77	$42 97	$187 47	$ 716 21	$123 51	$ 800 78	$ 924 29
		" 1906	100 00	747 95	23 90	249 31	1021 16	94 40	1050 94	1145 34
		Increase	.....	.....	$19 07	.....	.....	$ 29 11	.....	.....
		Decrease	$ 20 00	$262 18	.....	$ 61 84	$304 95	.....	$ 250 16	$ 221 05

TABLE XXIII.—RURAL SCHOOL LIBRARIES—*Continued.*

County.	Section.	No. Books at beginning of school year.	No. Books added school during year.	No. Books lost or withdrawn during school year.	No. Books at end of school year in each Class,* Class A.	Class B.	Class C.	Class D.	Class E.	Class F.	Class G.	Class H.	Class J.	Class K.	Class L.	Class M.	Total.
Annapolis	Lawrencetown	.....	120	.....	17	9	1	2	29	1	1	6	54	.....	.....	.....	120
Cumberland	Pugwash	95	114	2	49	26	37	.....	51	44	.....	.....	.....	.....	.....	.....	207
Digby	Weymouth Bridge	264	.....	1	10	23	13	15	162	6	.....	18	16	.....	.....	.....	263
Hants	Three Mile Plains	80	.....	....	11	6	3	3	45	1	.....	10	1	.....	.....	.....	80
"	Up. 9 Mile River	100	.....	..	4	4	9	4	42	2	3	30	2	.....	.....	.....	100
Kings	Greenwich	.....	92	1	12	3	1	3	51	5	.....	9	7	.....	.....	.....	91
Pictou	West River	44	11	....	9	3	2	5	27	1	.....	7	1	.....	.....	.....	55
Shelburne	Lr. Wood's Harbor	120	.....	.....	12	8	5	13	47	8	1	8	12	.....	6	.....	120
"	Clark's Harbor	63	84	.....	22	8	12	15	75	.....	1	14	...	.....	.....	.....	147
Yarmouth	Arcadia	91	.....	.....	9	2	1	3	69	1	.....	4	2	.....	.....	.....	91
"	Central Kemptville	173	34	.....	6	4	2	3	158	6	.....	26	2	.....	.....	.....	207
"	West	94	18	1	14	4	3	5	64	2	.....	18	1	.....	.....	.....	111
"	Pembroke Shore	153	13	2	33	12	10	2	81	5	.....	19	2	.....	.....	.....	164
	Total, 1907	1277	486	7	208	112	99	73	901	82	6	169	100	.....	6	.....	1756
	" 1906	1318	691	18	207	81	69	89	869	57	26	241	44	1	6	9	1991
	Increase	....	.....	.....	1	31	30	.....	32	25	.....	.....	56	.....	.....	.....	.....
	Decrease	41	205	11	.....	.....	.....	16	.....	.....	20	72	.....	1	.....	9	235

**From Regulation 173 (8)*:
The books shall be classified into the following twelv classes:
Class A.—*Scientific* (including all books ranging from elementary nature study to the application of science to the arts and industries, such as Agriculture, Forestry, etc.)
B.—*Travel and Description.*
C.—*Biography.*
D.—*History.*
E.—*Fiction.*
F.—*Poetry.*
G.—*Fine Arts* (Music, Drawing, Painting, etc.)
Class H.—*Miscellaneous* (Literature which cannot come under the foregoing or following classes, such as Mythology, Children's Stories, &c.)
J.—*Books of Reference* (Dictionaries, Cyclopedias, Gazetteers, Atlases, Year Books, School Law and JOURNALS, certain Reports on Education, Geology, Agriculture, Trade and Navigation, etc.)
K.—*Blue Books* (all government, and municipal reports, publications, etc., not in J.)
L.—*Periodicals.*
M.—*Readers* (and duplicates) *for Supplementary Reading in School.*

TABLE XXIII.—RURAL SCHOOL LIBRARIES—*Continued.*

County.	Section.	Circulation (No. of issues) during school year in each class.*													No. of issues to others than pupils in this total.	No. of borrowers (readers).		
		Class A.	Class B.	Class C.	Class D.	Class E.	Class F.	Class G.	Class H.	Class J.	Class K.	Class L.	Class M.	Total.		Children.	Adults.	Total.
Annapolis	Lawrencetown	82	68	5	4	233	3	5	43	8	.....	.....	.....	451	54	80	22	102
Cumberland	Pugwash	67	69	123	.....	102	.....	72	.....	.....	.....	.....	.....	433	24	159	10	169
Digby	Weymouth Bridge	.....	33	1	11	322	5	13	.....	.....	.....	.....	.....	385	36	49	36	85
Hants	Three Mile Plains	19	7	5	2	103	3	.....	16	.....	.....	.....	.....	155	16	28	9	37
"	Up. 9 Mile River	12	3	11	7	93	3	.....	78	2	.....	.....	.....	209	1	38	1	39
Kings	Greenwich	53	18	.....	3	337	14	.....	55	6	.....	.....	.....	486	170	34	33	67
Pictou	West River	13	5	12	3	90	1	36	.....	.....	.....	.....	.....	160	30	5	20	25
Shelburne	Lr. Wood's Harbor	22	46	8	14	170	17	.....	23	.....	.....	.....	.....	300	107	27	20	47
"	Clark's Harbor	44	38	25	2	425	.....	1	109	.....	.....	.....	.....	644	141	104	51	155
Yarmouth	Arcadia	.....	5	2	1	295	.....	.....	.....	.....	.....	.....	.....	303	73	38	16	54
"	Central Kemptville	3	6	.....	.....	352	4	.....	66	.....	.....	.....	.....	431	147	307	124	431
"	West Kemptville	49	3	13	7	232	.....	67	.....	.....	.....	.....	.....	371	68	30	12	42
"	Pembroke Shore	114	51	48	13	650	11	.....	107	1	.....	.....	.....	995	162	63	36	99
Total, 1907		478	352	258	67	3404	61	194	497	17	.....	.....	.....	5323	1029	962	390	1352
" 1906		567	326	140	244	3419	106	59	1014	9	.....	50	91	6025	660	698	222	920
Increase		.....	26	118	.....	.....	.....	135	.....	8	.....	.....	.....	.....	369	264	168	432
Decrease		89	.....	.....	177	15	45	.....	517	.....	.....	50	91	702	.....	.....	.....	.....

*From Regulation 173 (8):
The books shall be divided into the following twelve classes:
Class A.—*Scientific* (including all books ranging from elementary nature study to the application of science to the arts and industries, such as Agriculture, Forestry, etc.)
B.—*Travel and Description.*
C.—*Biography.*
D.—*History.*
E.—*Fiction.*
F.—*Poetry.*
G.—*Fine Arts* (Music, Drawing, Painting, etc.
Class H.—*Miscellaneous* (Literature which cannot come under the foregoing or following classes such as Mythology, Children's Stories, &c.)
J.—*Books of Reference* (Dictionaries Cyclopedias, Gazetteers, Atlases, Year Books, School Law, Journals and Reports on Education, etc.)
K.—*Blue Books* (all government and municipal reports, publications, etc., not in J.)
L.—*Periodicals.*
M.—*Readers for Supplementary Reading in Schools.*

Statistics for the School Year ended Summer of 1907.

Name of Institution.	Place.	Name of President.	Staff. Professors.	Staff. Lecturers	Students in Arts. Undergraduates. 1st Year	2nd Year.	3rd Year.	4th Year.	Males.	Females.	Total	General. Males.	Females.	Total.	Total in Arts.	Science. Undergrad'ts.	General.	Males.	Females.	Total.	Medicine. Males.	Females.	Total.	Law. Regular.	Partial.	Total.	Theology. Regular.	Partial.	Total.	Grand Total Students.	Institution Founded.	Total Graduates to date.	Degrees Conferred in 1907. B. A.	B. L.	M. A.	B. Sc.	M. Sc.	B. E.	LL. B.	LL. D.	B. C. L.	D. C. L.	D. Sc.	M. D., C. M.	B. D.	D. D.	Litt. D.	Total.
King's College	Windsor	Rev. C. J. Boulden, D. C. L.	7	5	31	23	9	2	59	6	65	15	6	21	86	5	..	5	..	5	..	..	..	14	5	19	16	4	20	65	1789	875	..	..	2	..	..	..	..	6	2	..	..	..	2	..	12
Presbyterian College	Halifax	Rev. R. A. Falconer, D. D.	4	2	18	11	8	..	37	..	37	..	..	..	37	..	..	..	..	..	..	..	..	..	..	..	37	..	37	37	1820	368	..	..	..	..	..	..	..	..	..	..	..	3	..	..	3
Acadia College	Wolfville	Rev. W. B. Hutchinson, D.D. *a*	11	1	67	35	34	26	119	43	162	84	43	127	162	..	..	35	..	35	..	..	..	..	..	..	..	..	..	197	1838	788	21	..	8	5	..	..	1	..	1	..	..	..	3	..	39
Dalhousie College	Halifax	Rev. John Forrest, D. D.	*b* 15	*c* 18	64	54	40	30	134	54	188	*d* 10	16	26	214	65	8	*e* 73	..	73	39	3	42	35	15	50	..	..	..	*f* 379	1818	1439	26	..	8	1	..	4	11	..	..	..	..	4	..	..	..	54
St. Francis Xavier's Col	Antigonish.	Rev. H. P. MacPherson, D. D.	15	5	67	40	28	17	96	56	152	5	4	9	161	3	..	3	..	3	..	..	..	..	6	6	..	..	..	170	1853	174	16	..	1	..	..	..	..	..	..	..	..	..	..	..	..	17
College Ste. Anne	Church Point	Rev. P. M. Dagnaud	14	...	20	16	13	12	61	..	61	...	..	...	61	..	..	..	..	..	..	..	..	..	..	..	..	..	..	61	1890	18	7	..	..	..	..	..	..	..	..	..	..	..	..	..	..	7
Seminary Holy Heart	Halifax	Rev. P. Lecourtois, D. D.	8	...	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	22	22	*g* 1895	...	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
St. Mary's College	Halifax	Rev. C. E. McManus, B. D.	5	...	4	6	7	..	17	...	17	15	..	15	32	..	..	..	..	..	..	..	..	..	..	..	..	..	..	32	...	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Total, 1907			79	31	271	185	139	87	523	159	682	129	69	198	753	73	5	116	..	116	39	3	42	49	26	75	53	4	79	963	....	3682	70	..	19	6	..	4	11	1	6	3	..	4	3	5	..	132
" 1906			65	25	187	158	104	94	437	106	543	203	67	280	573	89	3	86	..	100	42	3	45	38	46	98	61	5	68	569	....	3555	77	..	13	6	1	2	14	..	3	1	..	13	..	3	1	134
Increase			14	6	84	27	35	..	86	53	139	...	2	..	180	..	5	30	..	16	..	..	..	11	..	..	..	..	11	394	....	127	..	..	6	..	..	2	..	1	3	2	..	..	3	2	..	..
Decrease			..	..	..	..	..	7	..	..	..	74	..	82	..	16	..	..	..	..	3	..	3	..	20	23	8	1	..	..	....	..	..	7	..	..	..	1	..	3	..	..	..	..	9	..	..	1	2

(*a*) Appointed near close of year. (*b*) Two Emeriti. (*c*) Also 6 special Lecturers and 25 Examiners. (*d*) Including 3 Graduates.
(*e*) 65 in Engineering. (*f*) Deduct 20 studying in two Faculties. (*g*) Degree powers conferred by Legislature in 1906.
*To these might be added (1) the Halifax Medical College, the statistics of which are given in a special report in the Appendix; and (2) Mt. St. Vincent Academy, the statistics of which are given in the following table, granted degree-conferring powers in Music by the Legislature in 1907.

TABLE XXIV.—*Continued.* (B.)—EDUCATIONAL INSTITUTIONS NOT HAVING DEGREE-CONFERRING POWERS.

Statistics for School Year ended Summer of 1907.

County.	Name of Institution.	Place.	Name of Principal.	No. of Teachers.	No. of Pupils corresponding in General Attainments to each of the Public School Grades of Nova Scotia as given below.																	
					Kindergarten.	Grade I.	Grade II.	Grade III.	Grade IV.	Grade V.	Grade VI.	Grade VII.	Grade VIII.	Grade IX.	Grade X.	Grade XI.	Grade XII.	Males.	Females.	Total.	Average Daily Attendance.
Halifax	Maritime Business College	Halifax	Kaulbach & Schurman	10	...	...	...	...	...	...	...	...	...	...	...	...	...	188	226	414	130
"	Halifax Ladies' College	"	Miss L. M. Hendrie	12	...	6	...	6	...	12	...	11	12	8	21	8	...	...	104	104	98
"	Halifax Conserv'ty of Music	"	Rev. Robt. Laing	20	...	...	...	...	...	...	...	...	...	...	...	...	...	30	349	379	...
"	Academy Sacred Heart	"	Madam Reid	16	...	...	2	3	4	14	13	18	14	17	14	11	3	...	113	113	104
"	Mt. St. Vincent Academy	Rockingham	Mother M. Berchmans	18	...	2	3	4	9	7	7	10	10	21	32	10	3	...	118	118	118
Hants	Collegiate School	Windsor	F. T. Handsombody	6	...	...	...	...	...	...	...	...	...	...	...	...	...	62		62	62
"	Church school for Girls	"	Miss Gena Smith	13	...	...	...	...	...	...	...	...	...	...	...	...	...	...	89	89	80
Kings	Horton Collegiate Acad'my	Wolfville	C. J. Mersereau	9	...	...	...	...	...	...	...	...	...	9	20	25	...	72		72	...
"	Acadia Seminary	"	Rev. H. T. DeWolfe	20	...	...	...	...	...	...	...	...	...	...	...	...	...	...	150	150	70
"	Acacia Villa School	Hortonville	A. McN. Patterson, M.A.	5	...	...	...	...	3	...	...	15	16	20	9	2	...	61	4	65	52
Pictou	St. John Baptist Academy	New Glasgow	Sr. St. Antoine	3	...	32	40	10	20	16	12	17	6	10	3	4	...	57	113	170	137
"	Our Lady of Lourdes School	Lourdes	Sr. M. Constance	3	...	45	19	13	19	10	7	6	3	2	...	...	...	58	66	124	100
			Total, 1907	135	...	85	64	36	55	59	39	77	61	87	99	60	6	528	1332	1860	951
			" 1906	131	...	76	79	69	74	56	60	44	55	104	104	70	76	532	1333	1865	913
			Increase	4	...	9	...	...	...	3	...	33	6	...	...	...	...	...	...	...	38
			Decrease	...	...	...	15	33	19	...	21	...	...	17	5	10	70	4	1	5	...

TABLE XXV.

Conspectus of M. P. Q. Examination Results by Stations.

Station.	1906.					1907.				
		Rank of Candidates.					Rank of Candidates.			
	Total.	First.	Second.	Third.	Failed.	Total.	First.	Second.	Third.	Failed.
Advocate	2	....	1	1	....	....	....	....	....	....
Amherst	7	....	5	2	....	11	3	8	....	....
Annapolis	11	....	2	8	1	14	3	8	3	....
Antigonish	30	....	16	13	1	33	8	18	6	1
Arichat	4	....	....	4	....	8	....	5	2	1
Baddeck	5	....	2	2	1	12	....	10	2	....
Barrington	5	....	1	4	....	17	....	13	4	....
Bear River	8	....	5	3	....	14	5	7	2	....
Berwick	4	....	3	1	....	13	2	8	3	....
Bridgetown	11	....	6	5	....	7	....	4	3	....
Bridgewater	19	....	7	11	1	15	1	11	3	....
Canso	12	....	6	5	1	5	....	5	....	....
Chester	3	....	1	2	...	11	2	6	1	2
Church Point	2	....	2	....	....	....	....	....	....	....
Digby	13	....	9	4	....	13	2	11	....	....
Glace Bay	8	....	4	4	....	7	....	5	2	....
Great Village	23	....	14	9	....	11	4	7	....	....
Guysboro	7	....	1	5	1	11	....	6	5	....
Halifax	39	2	16	19	2	49	9	34	6	....
Kentville	10	...	3	7	....	12	1	11	....	....
Liverpool	22	....	3	17	2	15	4	9	2	....
Lockeport	6	....	..	6	....	5	2	3	....	....
Lunenburg	20	....	12	8	....	28	8	19	1	....
Mabou	3	....	1	2	....	10	1	5	4	....
Maitland	5	....	...	5	....	11	1	10	....	....
Margaree Harbor	6	....	5	1	....	4	....	....	3	1
Middle Musquodoboit	19	....	13	6	....	18	2	11	4	1
Middleton	19	....	9	8	2	16	4	10	2	....
New Glasgow	14	....	7	6	1	23	2	13	8	....
North Sydney	10	....	5	5	....	10	....	6	4	....
Oxford	13	....	12	1	....	15	1	12	2	....
Parrsboro	9	....	4	5	....	10	....	10	....	....
Pictou	38	...	21	17	....	27	4	21	2	....
Port Hawkesbury	5	....	....	1	4	13	....	7	5	1
Port Hood	6	....	3	3	....	6	....	6	....	....
River John	4	....	1	3	....	7	4	2	1	....
Sheet Harbor	14	...	4	8	2	8	....	4	3	1
Shelburne	12	....	1	11	....	7	1	6	....	....
Sherbrooke	....	....	....	....	....	7	....	5	2	....
Springhill	3	....	2	1	....	8	4	3	1	....
Stellarton	4	....	1	3	....	8	2	5	1	....
St. Peter's	12	....	3	8	1	17	7	7	9	1
Sydney	15	....	4	9	2	20	5	10	3	2
Tatamagouche	8	....	4	4	....	16	3	11	2	....
Truro	37	....	23	14	....	27	11	13	3	....
Upper Stewiacke	2	....	....	2	....	3	....	3	....	....
Westport	9	....	7	2	....	5	2	3	.. .	....
Westville	1	....	....	1	....	6	....	4	2	....
Windsor	17	....	9	8	....	15	6	9	....	....
Wolfville	5	....	1	4	....	14	7	7	....	....
Yarmouth	4	...	....	4	....	17	....	13	4	....
Total	565	2	259	282	22	659	114	424	110	11

TABLE XXVI.—PROVINCIAL HIGH SCHOOL EXAMINATIONS, JULY, 1907.

Station.	Male Candidates.	Female Candidates.	Total Candidates.	Male XII.					Female XII.					Male XII. (Partial Course).			Female XII. (Partial Course).			Male XI.					Female XI.					Male X.			
				Candidates for Grade XII.	Received Grade XII.	Received Grade XI.	eceived Grade X.	Failed.	Candidates for Grade XII.	Received Grade XII.	Received Grade XI.	Received Grade X.	Failed.	Candidates for Grade XII.	Passed.	Failed.	Candidates for Grade XII.	Passed.	Failed.	Candidates for Grade XI.	Received Grade XI.	Received Grade X.	Received Grade IX.	Failed.	Candidates for Grade XI.	Received Grade XI.	Received Grade X.	Received Grade IX.	Failed.	Candidates for Grade X.	Received Grade X.	Received Grade IX.	Failed.
Advocate	11	16	27																	1	1				3	2	1			2		2	
Amherst	44	71	115											2	1	1				9	8	1			14	10	4			10	7	3	
Annapolis	22	47	69																	5	4	1			10	7	3			6	4	2	
Antigonish	30	114	144	2	2				2	1			1				4	2	2	5	3	1	1		12	12				5	2	3	
Arichat	15	11	26																	4	4				4	2	1	1		5	3	2	
Baddeck	19	51	70																	5	2	1	2		5	2	2	1		10	3	5	2
Barrington	9	41	50																						5		3	2		4	3	1	
Bear River	9	37	46																	5	3	2			8	3	3	2		3	2	1	
Berwick	24	47	71																	8	3	3	2		9	3	5		1	9	5	3	1
Bridgetown	36	53	89																	7	6	1			12	6	5	1		18	12	4	2
Bridgewater	16	76	92																	1	1				7	4	3			3			3
Canso	5	22	27																	1	1				8	6	2			1	1		
Chester	17	28	45																	5	3	2			6		4	2		3	2	1	
Church Point	5	25	30																						5	5				2	2		
Digby	14	37	51											3	1	2				2	2				8	5	2	1		3	3		
Glace Bay	23	60	83																						5	2	3			13	3	3	7
Great Village	14	69	83																	1		1			9	8		1		5	1	3	1
Guysboro	15	34	49																	4	3	1			2	1	1			4	2	1	1
Halifax	126	239	365											1		1	3	2	1	29	24	5			60	44	15	1		37	28	7	2
Kentville	34	63	97											3		3				7	4	3			12	10	2			10	6	2	2
Liverpool	29	66	95											2		2	1		1	3	1	2			20	14	6			4	3	1	
Lockeport	10	34	44																	4	2	1	1		3		2	1		3	2	1	
Lunenburg	39	82	121											1	1		3	1	2	8	5	3			10	12	5	2		13	7	4	2
Mabou	10	27	37																	1	1				3	2	1			3		2	1
Maitland	14	40	54																	2	1	1			10	6	3	1		6	2	4	
Margaree Harbor	16	17	33																											2	2		
Middle Musquodoboit	18	60	78																	3		1	2		16	12	4			8	2	5	1

Middleton	32	53	85	....	....	....	....	..	....	....	....	....	..	....	....	....	....	....	....	6	2	2	2	..	12	5	2	5	..	11	6	4	1
New Glasgow	68	122	190	....	....	....	....	..	....	....	....	....	..	....	....	....	....	....	....	14	8	2	4	..	26	18	8	....	..	14	10	4	..
North Sydney	50	65	115	....	....	....	....	..	....	....	....	....	..	....	....	....	....	....	....	5	2	2	1	..	16	11	4	1	..	10	5	3	2
Oxford	13	63	76	....	....	....	....	..	....	....	....	....	..	....	....	....	....	....	....	5	2	2	1	..	10	8	1	1	..	3	1	2	..
Parrsboro	18	39	57	....	....	....	....	..	....	....	....	....	..	....	....	....	....	....	....	2	2	....	....	..	9	6	2	1	..	8	7	1	..
Pictou	67	97	164	6	3	1	....	2	13	2	4	2	5	12	....	12	4	....	4	18	14	3	1	..	13	8	5	....	..	10	4	5	1
Port Hawkesbury	16	39	55	....	....	....	....	..	....	....	....	....	..	....	....	....	....	....	....	2	2	....	....	..	6	4	2	....	..	7	....	4	2
Port Hood	14	18	32	....	....	....	....	..	....	....	....	....	..	....	....	....	....	....	....	2	2	....	....	..	6	6	....	....	..	7	4	2	1
River John	13	30	43	....	....	....	....	..	....	....	....	....	..	....	....	....	....	....	....	....	....	....	....	..	8	4	3	1	..	6	4	2	..
Sheet Harbor	10	40	50	....	....	....	....	..	....	....	....	....	..	....	....	....	....	....	....	1	....	....	1	..	4	....	2	2	..	2	....	2	..
Shelburne	12	28	40	....	....	....	....	..	....	....	....	....	..	....	....	....	....	....	....	4	1	1	2	..	3	1	2	....	..	2	2	....	..
Sherbrooke	10	21	31	....	....	....	....	..	....	....	....	....	..	....	....	....	....	....	....	3	1	2	....	..	3	2	1	....	..	3	1	2	..
Springhill	12	33	45	....	....	....	....	..	....	....	....	....	..	....	....	....	....	....	....	3	1	2	....	..	12	7	4	1	..	3	3	....	..
Stellarton	19	38	57	....	....	....	....	..	....	....	....	....	..	....	....	....	....	....	....	3	1	2	....	..	11	7	3	1	..	6	6	....	..
St. Peter's	27	43	70	....	....	....	....	..	....	....	....	....	..	....	....	....	....	....	....	4	3	1	....	..	5	2	1	2	..	11	2	8	1
Sydney	38	78	116	3	2	1	....	..	1	1	....	....	..	1	....	1	8	....	8	3	2	1	....	..	11	5	5	....	1	10	6	2	2
Tatamagouche	14	44	58	....	....	....	....	..	....	....	....	....	..	....	....	....	....	....	....	4	4	....	....	..	8	6	2	....	..	2	2	....	..
Truro	78	149	227	8	8	....	....	..	5	3	1	1	..	3	....	3	8	1	7	14	10	4	....	..	30	18	10	1	1	23	14	7	2
Upper Stewiacke	5	18	23	....	....	....	....	..	....	....	....	....	..	....	....	....	....	....	....	....	....	....	....	..	....	....	....	....	..	2	1	1	..
Westport	4	20	24	....	....	....	....	..	....	....	....	....	..	....	....	....	....	....	....	2	....	2	....	..	2	2	....	....	..	1	1	....	..
Westville	12	13	25	....	....	....	....	..	....	....	....	....	..	....	....	....	....	....	....	3	2	1	....	..	2	1	1	....	..	4	1	3	..
Windsor	37	80	117	....	....	....	....	..	....	....	....	....	..	....	....	....	....	....	....	2	2	....	....	..	15	10	4	1	..	17	14	3	..
Wolfville	17	54	71	....	....	....	....	..	....	....	....	....	..	....	....	....	....	....	....	6	2	3	1	..	12	5	7	....	..	6	3	3	..
Yarmouth	64	121	185	1	....	....	1	..	1	1	....	....	..	3	1	2	3	2	1	11	7	4	....	..	21	18	3	....	..	26	21	4	1
Total, 1907	1274	2773	4047	20	15	2	1	2	22	8	5	3	6	31	4	27	34	8	26	237	152	64	21	..	520	332	152	33	3	386	225	122	39
" 1906	1221	2927	4148	21	15	1	2	3	12	4	4	2	2	23	9	14	31	12	19	215	154	44	11	6	506	368	90	32	16	346	221	64	61
Increase	53	....	....	....	....	1	....	..	10	4	1	1	4	8	....	13	3	....	7	22	....	20	10	..	14	....	62	1	..	40	4	58	..
Decrease	....	154	101	1	....	....	1	1	....	....	....	....	..	....	5	....	....	4	....	....	2	....	....	6	....	36	....	....	13	....	....	....	22

TABLE XXVI.—PROVINCIAL HIGH SCHOOL EXAMINATIONS, JULY, 1907—*Continued.*

STATION.	Female X.				Male IX.			Female IX.																											
	Candidates for Grad X.	Received Grade X.	Received Grade IX.	Failed.	Candidates for Grade IX.	Received Grade IX.	Failed.	Candidates for Grade IX.	Received Grade IX.	Failed.	Total Supplementaries, etc.	Total received Grade XII.	Total failed Grade XII.	Total received Grade XII "Partial."	Total failed Grade XII "Partial."	Received Grade XI on Grade XII examination.	Received Grade XI on Grade XI examination.	Total received Grade XI.	Total failed Grade XI.	Received Grade X on Grade XII examination.	Received Grade X on Grade XI examination.	Received Grade X on Grade X examination.	Total received Grade X.	Total failed Grade X.	Received Grade IX on Grade XI examination.	Received Grade IX on Grade X examination.	Received Grade IX on Grade IX examination.	Total received Grade IX.	Total failed Grade IX.	Total received certificates.	No. received Grade applied for.	No. received one Grade lower than applied for.	No. received second Grade lower than applied for.	Total number failed.
Advocate	9	5	2	2	8	4	4	4	4	....	....	....	....	....	....	....	3	3	....	....	1	5	6	2	....	4	8	12	4	21	16	5	....	6
Amherst	25	19	3	3	23	19	4	32	12	20	6	1	....	....	1	....	18	18	....	....	5	26	31	3	....	6	31	37	24	87	76	11	....	28
Annapolis	13	4	7	2	11	5	6	24	10	14	4	....	....	....	....	....	11	11	....	....	4	8	12	2	....	9	15	24	20	47	34	13	....	22
Antigonish	34	21	8	5	18	6	12	62	21	41	6	5	1	....	2	....	15	15	....	....	1	23	24	5	1	11	27	39	53	83	70	12	1	61
Arichat	....	....	....	....	6	4	2	7	5	2	1	....	....	....	....	....	6	6	....	....	1	3	4	....	1	2	9	12	4	20	16	3	1	4
Baddeck	26	11	10	5	4	1	3	20	8	12	2	....	....	....	....	....	4	4	....	....	3	14	17	7	3	15	9	27	15	48	27	18	3	22
Barrington	16	11	3	2	5	3	2	20	6	14	6	....	....	....	....	....	....	....	....	....	3	14	17	2	2	4	9	15	16	32	23	7	2	18
Bear River	11	6	5	..	1	1	....	18	9	9	7	....	....	....	....	....	6	6	....	....	5	8	13	....	2	6	10	18	9	37	24	11	2	9
Berwick	17	10	5	2	7	1	6	21	7	14	5	....	....	....	....	....	6	5	1	....	8	15	23	3	2	8	8	18	20	47	29	10	2	24
Bridgetown	20	8	7	5	11	4	7	21	5	16	6	....	....	....	....	....	12	12	....	....	6	20	26	7	1	11	9	21	23	59	41	17	1	30
Bridgewater	36	10	21	5	12	3	9	33	17	16	1	....	....	....	....	....	5	5	....	....	8	10	18	5	....	21	20	41	25	59	35	24	..	33
Canso	7	5	2	....	3	....	3	7	3	4	1	....	....	....	....	....	7	7	....	....	2	6	8	....	....	2	3	5	7	20	16	4	....	7
Chester	8	6	1	1	9	3	6	14	4	10	....	....	....	....	....	....	3	3	....	....	6	8	14	1	2	2	7	11	16	28	18	8	2	17
Church Point	10	7	2	1	8	....	8	10	3	7	1	....	....	....	....	....	5	5	....	....	....	9	9	1	....	2	3	5	10	19	17	2	....	11
Digby	14	7	6	1	6	5	1	15	8	7	2	1	..	1	1	....	7	7	....	....	2	10	12	1	1	6	13	20	8	41	32	8	1	10
Glace Bay	19	8	10	1	10	5	5	36	12	24	2	....	....	....	....	....	2	2	....	....	3	11	14	8	....	13	17	30	29	46	30	16	....	37
Great Village	20	10	8	2	8	2	6	40	12	28	5	....	....	....	....	....	8	8	....	....	1	11	12	3	....	11	14	25	34	46	33	14	..	37
Guysboro	18	5	11	2	7	1	6	14	6	8	1	....	....	....	....	....	4	1	....	....	2	7	9	3	....	12	7	19	14	32	18	14	....	17
Halifax	62	48	13	1	59	49	10	114	81	33	15	2	..	1	1	....	68	68	....	....	20	76	96	3	1	20	130	151	43	318	277	40	1	47
Kentville	26	13	8	5	14	3	11	25	14	11	7	....	....	1	2	....	14	14	....	....	5	19	24	7	....	10	17	27	22	66	51	15	....	31
Liverpool	18	11	5	2	20	10	10	27	13	14	4	....	....	1	2	....	15	15	....	....	8	14	22	2	....	6	23	29	24	67	53	14	....	28
Lockeport	12	3	8	1	3	....	3	19	8	11	1	....	....	....	....	....	2	2	....	....	3	5	8	1	2	9	8	19	14	29	15	12	2	15
Lunenburg	32	14	16	2	17	6	11	28	12	16	6	2	....	....	2	....	17	17	....	....	8	21	29	4	2	20	18	40	27	88	58	28	2	33
Mabou	5	2	3	....	6	3	3	19	2	17	4	....	....	....	....	....	3	3	....	....	1	2	3	1	..	5	5	10	20	10	10	6	....	21
Maitland	11	4	6	1	6	....	6	19	4	15	2	....	....	....	....	....	7	7	....	....	4	6	10	1	1	10	4	15	21	32	17	14	1	22
Margaree Harbor	4	2	2	....	14	5	9	13	7	6	....	....	....	....	....	....	....	....	....	....	....	4	4	....	....	2	12	14	15	18	16	2	....	15
Md. Musquodoboit	10	10	5	1	7	3	4	29	6	23	2	....	....	....	....	....	12	12	....	....	5	12	17	2	2	10	9	21	20	50	33	15	2	28

Middleton	19	11	7	1	15	8	7	22	8	14	12	..	..	..	..	..	7	7	..	..	4	17	21	2	7	11	16	34	21	62	40	15	7	23
New Glasgow	40	26	9	5	40	17	23	56	20	36	7	..	..	..	..	..	26	18	..	..	10	36	46	5	4	13	37	54	59	126	99	22	4	64
North Sydney	25	18	7	..	35	9	26	24	17	7	7	..	..	..	..	..	13	11	..	..	6	23	29	2	2	10	26	38	33	80	62	16	2	35
Oxford	17	8	7	2	5	1	4	36	17	19	2	..	..	..	..	..	10	10	..	..	3	9	15	2	2	9	18	29	23	51	37	12	2	25
Parrsboro	18	8	8	2	8	5	3	12	7	5	2	..	..	..	..	..	8	8	..	..	2	15	17	2	1	9	12	22	8	47	35	11	1	10
Pictou	38	20	10	8	21	9	12	29	8	21	6	5	7	2	14	5	22	27	..	2	8	24	34	9	1	15	17	33	33	101	70	28	3	61
Port Hawkesbury	11	3	3	5	7	1	6	22	3	19	3	..	..	..	..	..	6	6	..	..	2	3	5	8	..	7	4	11	25	22	13	9	..	33
Port Hood	6	3	1	2	5	4	1	6	3	3	..	..	..	..	..	..	8	8	..	..	..	7	7	3	..	3	7	10	4	25	22	3	..	7
River John	10	2	5	3	7	1	6	12	1	11	..	..	..	..	..	..	4	4	..	..	3	6	9	3	1	7	2	10	17	23	12	10	1	20
Sheet Harbor	16	7	5	4	7	..	7	20	2	18	..	..	..	..	..	..	..	..	..	..	2	7	9	4	3	7	2	12	25	21	9	9	3	29
Shelburne	9	3	5	1	6	3	3	16	9	7	3	..	..	..	..	..	2	2	..	..	3	5	8	1	2	5	12	19	10	29	19	8	2	11
Sherbrooke	4	2	2	..	4	2	2	14	5	9	1	..	..	..	..	..	3	3	..	..	3	3	5	..	1	4	7	12	11	20	13	6	1	11
Springhill	10	7	2	1	6	4	2	11	9	2	1	..	..	..	..	..	8	8	..	..	6	10	16	1	1	2	13	16	4	40	31	8	1	5
Stellarton	6	5	1	..	10	1	9	21	10	11	..	..	..	..	..	..	8	8	..	..	5	11	16	..	1	1	11	13	20	37	30	6	1	20
St. Peter's	20	9	7	4	12	3	9	18	6	12	1	..	..	..	..	..	5	5	..	..	2	11	13	5	2	15	9	26	21	44	25	17	2	26
Sydney	23	13	8	2	21	13	8	35	16	19	3	3	..	..	9	1	7	8	1	..	6	19	25	4	..	10	29	39	27	75	58	17	..	41
Tatamagouche	16	7	7	2	8	1	7	20	6	14	3	..	..	..	..	..	10	10	..	..	2	9	11	2	..	7	7	14	21	35	28	9	..	23
Truro	52	37	12	3	30	15	15	54	35	19	11	12	..	1	9	1	28	29	1	1	14	51	66	5	1	19	50	70	34	178	142	34	2	49
Upper Stewiacke	6	5	1	..	3	2	1	12	4	8	2	..	..	..	..	..	..	..	..	..	..	6	6	..	..	2	6	8	9	13	7	6	..	9
Westport	8	5	1	2	1	1	..	10	2	8	5	..	..	..	..	..	2	2	..	..	2	6	8	2	..	1	3	4	8	14	11	3	..	10
Westville	7	..	5	2	5	2	3	4	1	3	2	..	..	..	..	..	3	3	..	..	2	1	3	2	..	8	3	11	6	17	7	10	..	8
Windsor	23	15	6	2	18	9	9	42	20	22	4	..	..	..	..	..	12	12	..	..	4	29	33	2	1	9	29	39	31	84	70	13	1	33
Wolfville	15	11	3	1	5	3	2	27	15	12	3	..	..	..	..	..	7	7	..	..	10	14	24	1	1	6	18	25	14	56	39	16	1	15
Yarmouth	44	28	13	3	23	18	5	52	26	26	2	3	..	1	..	..	25	25	..	1	7	40	57	4	..	17	44	61	31	148	123	24	1	37
Total, 1907	932	513	312	107	600	278	322	1265	549	716	177	34	8	8	45	7	484	491	3	4	216	738	958	146	54	434	827	1315	1038	2805	2085	662	58	1242
" 1906	956	544	187	225	584	310	274	1264	590	674	198	23	5	17	32	5	518	523	29	4	131	765	900	272	40	251	890	1181	944	2627	2196	387	44	1307
Increase	..	..	125	..	16	..	48	1	..	42	..	11	3	..	13	2	..	..	..	..	85	..	58	..	14	183	..	134	94	178	..	275	14	..
Decrease	24	31	..	118	..	32	..	..	41	..	21	..	..	9	..	..	34	32	26	..	..	27	..	126	..	..	63	..	..	..	111	..	..	65

TABLE XXVII.—EXPENDITURE GOVERNMENT FUNDS FOR COMMON SCHOOLS, COUNTY ACADEMIES, &c.

For the Fiscal Year ended September 30th, 1907.

Counties.	Population.	No. of Schools in session.	No. of Pupils Registered.	Provincial Aid.	Grant to County Academies.	Total assignable to Counties.	Cost to Government per pupil.
Annapolis	18842	131	4289	$ 10153 50	$ 399 42	$ 10552 92	$ 2 46
Antigonish	13617	79	2672	6032 76	889 30	6922 06	2 59
Cape Breton	49166	224	11620	17614 42	533 34	18147 76	1 56
Colchester	24900	156	5518	12382 26	977 79	13360 05	2 42
Cumberland	36168	220	8994	16745 36	533 34	*17278 70	1 92
Digby	20322	109	4576	7855 16	266 68	8121 84	1 77
Guysboro	18320	94	3533	6479 59	266 68	†6746 27	1 90
Halifax City	40832	161	8440	15579 79	977 79	16557 58	1 96
Halifax County	33830	164	7092	11440 07	....	11440 07	1 61
Hants	20056	126	4493	9752 80	533 34	10286 14	2 29
Inverness	24353	116	4893	7738 70	266 68	8005 38	1 63
Kings	21937	129	4840	10684 73	533 34	11218 07	2 31
Lunenburg	32389	179	7551	13602 27	533 34	14135 61	1 87
Pictou	33459	182	6527	13956 75	977 79	14934 54	2 28
Queens	10138	58	2114	4233 27	533 34	4766 61	2 25
Richmond	13515	73	2712	4761 92	266 68	5028 60	1 85
Shelburne	14290	87	3138	6529 24	266 68	6795 92	2 16
Victoria	10571	50	1854	3792 76	266 68	4059 44	2 18
Yarmouth	22869	127	5151	10336 94	977 79	11314 73	2 19
Total, 1907	459574	2465	100007	$189672 29	$ 10000 00	$199672 29	1 99
" 1906	459574	2446	100332	189965 92	10000 00	199965 92	1 99
Increase	.....	19	..	.....	....	.....	.....
Decrease	..	....	325	$ 293 63	....	$ 293 63	.....

*Less Refund $18.08. †Less Refund $26.99.

Other Services and Total Government Expenditure for Education.	
Inspectors' Salaries	$ 17925 00
" Stationery, Postage, etc.	600 00
Examination (net)	4106 98
Travelling Expenses—Normal School Students	1633 16
Salaries—Education Office	5199 98
Office Expenses (Registers, Register Covers, Postage, Expressage, Telegrams, Stationery, etc.)	1480 87
Total	$ 30945 99
Last Column	199626 62
Total Public Schools, 1907	$230572 61
Institution for Deaf and Dumb	6900 00
Halifax School for the Blind	7650 00
Normal School	14225 50
Government Night Schools	677 36
Mechanic Science Schools	5219 10
Domestic Science Schools	4093 05
Rural School Libraries	90 00
Educational Association Committee	214 40
Advisory Board of Education	934 30
Editorial Committee on Acadian Readers	650 50
Out of School Consolidation Vote of $36,000	975 45
Teachers' Annuities	4195 46
Dominion Educational Association	150 00
Summer School of Science	200 00
Expenses Supt. of Edu. at Fed. Educ'l Conf., London	667 80
Total Government Expenditure, 1907	$277415 53
" " " 1906	270925 56
Increase	$ 6489 97

TABLE XXVIII.—CLASSIFICATION OF SCHOOLS ACCORDING TO THE NUMBER OF PUPILS, &c., 1906–07.

MUNICIPALITY.	Schools with less than 20 Pupils.			No. of Schools, 20 to 39 Pupils.	No. of Schools, 40 pupils or over.	Graded Schools.		
	No. of Schools.	Average Enrolment	Av. Annual Attendance.			No. of Sections.	No. of Departm'nts.	No. of Pupils.
Annapolis	23	13.1	7.6	51	15	13	42	1706
Antigonish	6	14.8	6.6	37	15	3	21	725
Cape Breton	12	15.6	7.9	43	18	11	151	9123
Colchester	30	14.5	7.	45	26	13	55	2606
Cumberland	34	14.6	6.4	69	29	15	88	5188
Digby	3	13.	4.7	21	10	10	28	1275
Clare	2	15.	3.6	13	10	9	22	1092
Guysboro	8	16.	7.4	21	17	7	22	1056
St. Mary's	5	14.6	8.3	12	6	1	3	107
Halifax County	15	14.8	5.9	54	54	10	41	2146
Halifax City	....	....	....	....	....	1	161	8440
Hants, East	10	15.4	6.7	23	12	8	16	607
Hants, West	3	13.6	6.6	17	10	10	35	1427
Inverness, South	9	14.3	6.4	21	14	3	13	440
Inverness, North	6	15.5	6.	21	22	2	10	580
Kings	14	14.5	6.5	38	35	15	42	1752
Lunenburg	13	12.7	6.3	47	40	13	50	2320
Chester	5	15.6	8.3	6	12	2	6	373
Pictou	51	14.5	8.	51	15	10	65	3656
Queens	13	14.6	8.3	15	6	7	24	1190
Richmond	12	14.9	6.	28	16	7	17	692
Shelburne	6	10.8	5.4	19	8	4	14	531
Barrington	5	15.2	8.9	4	9	8	22	913
Victoria	9	14.4	6.8	23	12	2	6	267
Yarmouth	2	13.	7.	20	6	7	44	1850
Argyle	1	12.	3.3	12	11	15	31	1292
Total, 1907	297	14.3	6.6	711	428	206	1029	51354
" 1906	273	14.8	9.	697	456	202	1020	51499
Increase	24	....	....	14	....	4	9	.....
Decrease	....	.5	2.4	....	28	....	....	145

TABLE XXIX.

Summary of Government Grants for Education for the Fiscal Year ended 30th September, 1907.

Provincial Aid to Teachers	$189,626 62
Provincial Normal School	14,225 50
Institution for Deaf and Dumb	6,900 00
School for the Blind	7,650 00
County Academies	10,000 00
Inspection	18,525 00
Expenses (Office, etc.)	1,480 87
Salaries (Office)	5,199 98
Provincial Examination (gross)*	6,382 48
Travelling Expenses Normal School Students	1,633 16
Manual Training—Mechanic Science grants	5,219 10
" " —Domestic Science grants	4,093 05
Government Night Schools	677 36
Rural School Libraries	90 00
Educational Association Committee	214 40
Advisory Board of Education	934 30
Editorial Committee on Acadian Readers	650 50
School Consolidation (out of $36,000 vote, 1900)	975 45
Teachers' Annuities	4,195 46
Dominion Educational Association	150 00
Summer School of Science	200 00
Exp. Supt. of Ed. at Fed. Ed. Conference, London, and visiting Technical institutions in Europe	667 80
	$279,691 03
*Less Examination Fees	2,275 50
Net	$277,415 53

PART III.

APPENDICES.

PROVINCIAL NORMAL SCHOOL BUILDINGS, TRURO, NOVA SCOTIA.

APPENDIX A.

PROVINCIAL NORMAL SCHOOL.

DAVID SOLOAN, LL. D., *Principal.*

A. H. MACKAY, ESQ., LL. D., F. R. S. C.,
Superintendent of Education, Halifax, N. S.

SIR,—I beg leave to submit the following report for the school year ended July, 1907 :

The list of diploma-awards appended shows the geographical distribution of the students to whom diplomas were awarded at the completion of their term. The total enrolment for the year was one hundred and forty-two, twelve less than the previous year, the decline being chiefly in the " D " class, which unaccountably fell from twenty-two to six. In the " B " class, composed of candidates seeking a First Rank diploma, and in the "A" class the attendance was unusually large, the former enrolling eighty-nine and the latter ten students.

A word is in place here concerning the uneven distribution of our students among the various counties. This year, of the 142 students enrolled, only twenty-one come from homes east of Truro, the remainder being natives of the counties west of Guysboro and Pictou. Reference to registers of former years shows this enrolment to be somewhat misrepresentative of the eastern constituency of the school; for last year the attendance from the counties referred to was thirty-one, while in 1903-4 it was as high as fifty-seven. Still, the Provincial Normal School does not receive the pupil-patronage from the east which it receives from centre or west. Thus, during the last five years, the number of diplomas awarded to graduates from the seven eastern counties was 175, while the number carried off by the seven western counties was 286. Comparison between the attendance from the central counties and that from the more remote parts of the Province reveals the fact that nearly one half of the total enrolment for the past five years is to be credited to the five central counties, Kings, Hants, Cumberland, Colchester and Halifax, The influence of proximity counts for much in explanation of this, for a school, like a commercial undertaking, advertises itself most easily near home. Such explanation, however, fails in the case of a remote county like Digby which, during the last five years, has sent sixty-two pupils to Cape Breton's thirty-three. Digby's population, too, is less than one half that of Cape Breton. Again, Yarmouth county has only two-

thirds the population of Pictou and is considerably more remote from Truro; nevertheless, it has on the average nearly as many students at the Normal School. Annapolis, with a population about equal to that of Guysboro, has sent fifty-six to the latter's twenty-two, illustrating thus, among other things, the advantages of railroad communication.

The present administration of the Provincial Normal School sets great store by the coöperation with it of the various school inspectors. That the inspectors reciprocate this relation, is well-known, and it is sincerely to be hoped that while every effort continues to be put forth within the Normal School to render it worthy of the confidence of teachers and inspectors, the latter, in their intercourse with teachers and prospective teachers, may be able even more effectively than hitherto to impress upon these the necessity of professional training. It is late in the day to have to argue before an intelligent public the claims of a training school for teachers. Nevertheless, the young aspirant, primed with text-book knowledge, and intrenched behind high school and M. P. Q. certificates, has to be reasoned with individually before conviction as to the inadequacy of these is brought home.

It will be remarked, on examination of this year's lists, that the attendance of young men shows a lamentable deficiency. Indeed, for the comparatively well-paid position of instructor in mechanic science it is hard enough to procure applicants. Fortunately, no department of mechanic science has as yet been obliged to close owing to shortage of teachers, but this danger-point is being steadily approached. In household science, on the other hand, there is a sufficiency of candidates.

In connection with the statistics of the counties, it may be interesting to record the statistics of the religious denominations represented in the school as these have frequently been asked for by private individuals. Of the churches with the largest adherence, the figures for the past seven years are as follows:

Presbyterian	383
Baptist	255
Methodist	213
Roman Catholic	200
Church of England	106

During the year just closed no important change occurred in the administration of the affairs of the school. Summer classes were offered in the subjects leading to rural-science diploma. During the summer of 1906, nine students had enrolled in these classes; during the year just closed the classes offered were withdrawn, owing to the small number of applicants for admission. It appears altogether probable

that, until some substantial subvention is offered to accredited science teachers, in rural schools, the rural-science diploma will fail to draw teachers to summer classes. At present, the subvention takes the form of a grant to school gardens—a treatment satisfactory enough to teachers already established in school garden districts, but it offers no pecuniary reward to the holder of a diploma who fails to bring into existence the conditions imposed by the present regulations bearing on school gardens. The principle of rewarding only the successful, doubtless, generally works out fairly; still, young teachers are often timid, and the hazard of spending time and money to obtain a diploma that may not bring immediate compensation is one that will not quickly become popular. I have little doubt but that the offer of travelling expenses to and from the summer classes would do much to establish in favor the newly devised rural-science diploma. A year or two of trial of that expedient would not prove costly. It is plain, of course, that while the offer of travelling expenses makes a strong appeal to teachers in distant communities it would not operate upon persons living near Truro. But the teachers living near Truro are not the ones most in need of stimulus. They live within easy access of information and of example to emulate.

During the winter some little anxiety was felt lest smallpox should become epidemic in Truro. Two or three isolated cases were reported in town; and, consequently, with the authority of the Hon. Council of Public Instruction, the school was closed for two weeks. This initiative was followed by the School Board of Truro. The local Board of Health was active in enforcement of various precautionary measures, and the fact that notwithstanding the very considerable travel through Truro the contagion did not spread, is testimony to the admirable conduct of the board, and to the intelligent obedience of the people of Truro to sanitary recommendations.

Classes in biology and nature-study were conducted throughout the term by Mr. Shaw of the College of Agriculture. The school garden was operated up to the close of school by our students, under Mr. Shaw's direction, and, after close of school, the work begun was continued by our good-natured janitor, who kept the beds watered and weeded throughout the summer. When school re-opened in October, the incoming students were able to enjoy the fruits of the labors of their predecessors. The garden was at this time ablaze with autumn flowers, and fairly well stocked with vegetables. Instruction in chemistry in the College of Agriculture continued to be given, as in former years, by Mr. Harlow, of our staff.

Arbor Day, Empire Day, and other school festivals were duly and heartily celebrated. On Arbor Day the gaps in the locust-hedge were repaired and various other amendments made. The school enjoyed excellent health and buoyant spirits. Excursions for natural history study and for general economic study were made to points of interest

in the vicinity, most notable being a visit to the blast furnaces and iron mines at Londonderry. The various school organizations for cultivation of music, literature, debate, etc., throve throughout the year. The school paper appeared regularly. Various lectures were given in the evenings in the Assembly Hall, and two Shakspearian interpretations, by Mr. and Mrs. Southwick of Boston, were enjoyed (at a low admission price) by the students. It gives me much pleasure here to tender the thanks of the school to Dr. Walker of Truro, who delivered several lectures to students, under the auspices of the Society for Prevention of Tuberculosis.

The cadet corps, though numerically small, was declared by Lieut.-Col. Irving to be in efficient condition, Mr. Matthews receiving especial praise for the physical exercise in which he had practised our men.

One change in the membership of our staff is to be recorded. At the close of the school year, Miss Estelle Cooke, B. A., for three years our instructor in reading and singing, voluntarily severed her connection with the school. Miss Cook has left her mark upon the intelligence and good taste of the young people who sat under her instruction. She proved herself to be the very sort of woman needed in a school like ours, and she will be remembered with warm appreciation by her fellow-teachers and her pupils.

I am glad to report that Dr. J. W. Robertson, Principal of the Agricultural College at Ste. Anne de Bellevue, has in view certain arrangements whereby a number of our graduates may be admitted free of charge, and with travelling expenses paid, to the nature study department of the great institution at Ste. Anne.

Reference has been made above to the importance to the Normal School of the efforts made by the public school inspectors to secure a large attendance of teachers from their respective districts. In many cases students come to us with the assertion that their presence here was determined entirely by the advice given them by their inspectors. In other cases, where doubtful candidates have been accredited at the close of their term at the Normal School, we are able subsequently to follow their careers, through reports made on them individually by the inspector, these reports being of real value for our guidance in similar cases in future. Again, the annual published reports of the schools of the various inspectorial districts serve to call the attention of the Normal School to weaknesses in essentials of school administration liable to be overlooked or not suspected in the individual pupil teacher, provided the latter is capable of talking glibly on matters not well comprehended, but committed from books. We note with satisfaction the increasing importance which they ascribe to the care of the school premises, to the neat execution of school tasks in writing and spelling, to the manners and speech of

teachers and pupils, to hygiene conditions in the school-room, to the careful keeping of the school register. To all of these matters, as well as to a multitude of others, our own attention is given, we hope, in due proportion. That our inspectors still find room for greater effort in these matters is a hint to myself and my colleagues that we must strengthen rather than relax our energies in this direction.

It affords me much pleasure to convey, through you, to the Honorable Council of Public Instruction, in behalf of my colleagues and myself, an expression of appreciation of the lively interest continued to be shown by them in the work of the school.

I have the honor to be, Sir,

Your obedient servant,

DAVID SOLOAN, *Principal.*

Provincial Normal School,
Truro, N. S.

ADVANCEMENT OF GRADUATES OF FORMER YEARS.

FROM FIRST RANK TO ACADEMIC.

John Simpson Astbury	Pictou	Pictou.
William Clarke Stapleton	New Glasgow	Pictou.
Mary Alice Farrell	Kentville	Kings.
Andre G. Pothier	Meteghan River	Digby.
David D. Boyd	River Bourgeois	Cape Breton.
Ralph Percy Richardson	Milton	Queens.
F. G. Morehouse	Springhill	Cumberland.

FROM SECOND RANK TO FIRST RANK.

Harriet Zella Crowe	Lower Truro	Colchester.
Jean Braden Archibald	Middle Musquodoboit	Halifax.
Lennie Lynds	Truro	Colchester.
Maud Odell Boss	Glace Bay	Cape Breton.
Edna May Fulton	Lower Economy	Colchester.
Maggie Gertrude Barnhill	Fort Ellis	Colchester.
Ada Blanch Jenner	Halifax	Halifax.
Hattie Burbidge Starratt	Greenwood	Kings.
Fannie LaVaughan Chute	Berwick	Kings.
Margaret Elizabeth O'Brien	Noel Shore	Hants.
Millie Viola Parker	Morristown	Kings.
Jennie MacBean	Westville	Pictou.
David Harold Marchant	Lakeville	Kings.
Muriel Louise Bruhm	Mahone Bay	Lunenburg.

in the vicinity, most notable being a visit to the iron mines at Londonderry. The various sch cultivation of music, literature, debate, etc., year. The school paper appeared regularl given in the evenings in the Assembly H interpretations, by Mr. and Mrs. Southw (at a low admission price) by the stud sure here to tender the thanks of th who delivered several lectures to Society for Prevention of Tuberc

The cadet corps, though Lieut.-Col. Irving to be in especial praise for the phy our men.

One change in the the close of the s years our instructo connection with intelligence and instruction. in a school ciation by

	...tion	Colchester.
	...moral Mills	Colchester.
	Three Fathom Harbor	Halifax.
	Yarmouth	Yarmouth.
	Yarmouth	Yarmouth.
...ing	Halifax	Halifax.
...nney	Yarmouth	Yarmouth.
...Swanson, B. A	Kentville	King's.

I a Agric arra fre

AWARDED FIRST RANK.

...Anderson Dodds	Maitland	Hants.
...Mosher	Truro	Colchester.
...Mateer Archibald	Halifax	Halifax.
...Blanche Barnes	Nappan Station	Cumberland.
Mildred Brown	Halifax	Halifax.
Hattie Morse Chute	Waterville	Kings.
Frances Gammell Creighton	Dartmouth	Halifax.
Jessie Marion Dow	Kentville	Kings.
Sarah Mabel Doyle	Five Islands	Colchester.
Reca Kinsman Foote	Grafton	Kings.
Elida Worth Foote	Grafton	Kings.
Lulu Jane Guild	Middle Musquodoboit	Halifax.
Phœbe Agnes Gesner	Belle Isle	Annapolis.
Annie Edna Gilmour	Springhill	Cumberland.
Gladys Steven Greig	Halifax	Halifax.
Sadie Marion MacRury	Port Morien	Cape Breton.
Lena Mildred Lockhart	Hantsport	Hants.
Bessie Brenda Lockhart	Hantsport	Hants.
Nellie MacGregor MacMillan	Annapolis Royal	Annapolis.
Barbara Eugenie Mason	Halifax	Halifax.
Eva Jane Morrison	Folly Village	Colchester.
Lizzie Belle Munroe	Millville	Kings.
Bertha Eudora Pentz	Hantsport	Hants.

r	Clementsport	Annapolis.
	Milford	Hants.
	Central Onslow	Colchester.
n	Central Onslow	Colchester.
	Dayton	Yarmouth.
	Weymouth	Digby.
	Baddeck	Victoria.
	Arichat	Richmond.
	Truro	Colchester.
	anso	Guysboro.
	agedale	Shelburne.
	vell Cape	Alb't Co., N.B.
	ro	Cumberland.
		Colchester.
	rst	Cumberland.
		Hants.
		Cumberland.
	on	Yarmouth.
	ort Medway	Queens.
	Truro	Colchester.
	West River	Pictou.
er	Halifax	Halifax.
	Great Village	Colchester.
ady	Kingston	Kings.
eatrice Andrews	Middleton	Annapolis.
unie Alice Fuller	Yarmouth	Yarmouth.
racie Lulu Gray	South Maitland	Hants.
arion Sophy Hadley	Hazel Hill	Guysboro.
ora Mabel Harris	Bear River	Digby.
nnie Linda Hill	Great Village	Colchester.
usie Maud Margeson	Middleton	Annapolis.
ertha Charlotte Miner	Billtown	Kings.
va Blanche Moore	Bear River	Digby.
largaret Florence Reid	Plainfield	Pictou.
inifred Erasta Robinson	Aylesford	Kings.
ffie Mabel Seaboyer	Port Williams	Kings.
eorgie Stevens	Bible Hill	Colchester.
lartha Stewart	Scotsburn	Pictou.
ertha May Woodworth	Bear River	Digby.
va Cook	Gay's River	Colchester.
rances Thompson	Halifax	Halifax.
oy David Crawford	Wallace Station	Cumberland.
lexander Bane Morrison	Marion Bridge	Cape Breton.
ntoine Langille	Mahone Bay	Lunenburg.

TO BE AWARDED FIRST RANK AFTER ONE YEAR'S SUCCESSFUL TEACHING; IN THE MEANTIME AWARDED SECOND RANK.

ean Whitman	Southampton	Cumberland.
elila Pearl Curry	Glace Bay	Cape Breton.
dna Irene Forsyth	Dartmouth	Halifax.

FROM THIRD RANK TO SECOND.

Bessie Fraser Graham	Bridgeport	Cape Breton.
Jennie Moore	Shubenacadie	Hants.
Eugenie Louise Babin	Eel Brook	Yarmouth.
Margaret Ann Murphy	St. Peter's	Cape Breton.
Dora Robertson Mussells	Clementsport	Annapolis.
Mary Beatrice Arseneau	Belle Cote	Inverness.

LIST OF STUDENTS, 1906-7, WITH DIPLOMA AWARDS.

AWARDED ACADEMIC DIPLOMA, THOSE MARKED WITH ASTERISKS AFTER ONE YEAR OF SUCCESSFUL TEACHING.

Rahmo Mabel McCurdy, B. A	Onslow Station	Colchester.
Katherine Elizabeth MacKay	Balmoral Mills	Colchester.
Mabel Gladys Patterson	Three Fathom Harbor	Halifax.
*Jane Evangeline Cleland	Yarmouth	Yarmouth.
*Florence Beatrice Hall	Yarmouth	Yarmouth.
*Florence Marie Keating	Halifax	Halifax.
*Mary Emily Spinney	Yarmouth	Yarmouth.
*Peter Innes Swanson, B. A	Kentville	King's.

AWARDED FIRST RANK.

Agnes Anderson Dodds	Maitland	Hants.
Amy Mosher	Truro	Colchester.
Sarah Mateer Archibald	Halifax	Halifax.
Bertha Blanche Barnes	Nappan Station	Cumberland.
Mildred Brown	Halifax	Halifax.
Hattie Morse Chute	Waterville	Kings.
Frances Gammell Creighton	Dartmouth	Halifax.
Jessie Marion Dow	Kentville	Kings.
Sarah Mabel Doyle	Five Islands	Colchester.
Reca Kinsman Foote	Grafton	Kings.
Elida Worth Foote	Grafton	Kings.
Lulu Jane Guild	Middle Musquodoboit	Halifax.
Phœbe Agnes Gesner	Belle Isle	Annapolis.
Annie Edna Gilmour	Springhill	Cumberland.
Gladys Steven Greig	Halifax	Halifax.
Sadie Marion MacRury	Port Morien	Cape Breton.
Lena Mildred Lockhart	Hantsport	Hants.
Bessie Brenda Lockhart	Hantsport	Hants.
Nellie MacGregor MacMillan	Annapolis Royal	Annapolis.
Barbara Eugenie Mason	Halifax	Halifax.
Eva Jane Morrison	Folly Village	Colchester.
Lizzie Belle Munroe	Millville	Kings.
Bertha Eudora Pentz	Hantsport	Hants.

Jean Ruggles Walker	Clementsport	Annapolis.
Margaret Scott Logan	Milford	Hants.
Annie Katherine Dickie	Central Onslow	Colchester.
Effie Rachel Martell Dickson	Central Onslow	Colchester.
Jennie Atwood Doane	Dayton	Yarmouth.
Annie Margaret Hainey	Weymouth	Digby.
Mary Isabel Macrae	Baddeck	Victoria.
Marie Lelia Elizabeth Malzard	Arichat	Richmond.
Harriet Estella Nichols	Truro	Colchester.
Maud Lillian Taylor	Canso	Guysboro.
Pearl MacKay Black	Villagedale	Shelburne.
Jessie Adelaide Peck	Hopewell Cape	Alb't Co., N.B.
Ada Helen Smith	Parrsboro	Cumberland.
Grace Millicent Smith	Truro	Colchester.
Lida Charlotte Boomer	West Amherst	Cumberland.
Teresa B. Carson	Elmsdale	Hants.
Courtney Clara Chapman	Amherst	Cumberland.
Flora Killam	Dayton	Yarmouth.
Mary Clements	Port Medway	Queens.
Elsie Anna Crowe	Truro	Colchester.
Annie Dunbar Fraser	West River	Pictou.
Lila Dorothy Publicover	Halifax	Halifax.
Lena Corbett	Great Village	Colchester.
Bertha Cassidy	Kingston	Kings.
Etta Beatrice Andrews	Middleton	Annapolis.
Annie Alice Fuller	Yarmouth	Yarmouth.
Gracie Lulu Gray	South Maitland	Hants.
Marion Sophy Hadley	Hazel Hill	Guysboro.
Cora Mabel Harris	Bear River	Digby.
Annie Linda Hill	Great Village	Colchester.
Susie Maud Margeson	Middleton	Annapolis.
Bertha Charlotte Miner	Billtown	Kings.
Eva Blanche Moore	Bear River	Digby.
Margaret Florence Reid	Plainfield	Pictou.
Winifred Erasta Robinson	Aylesford	Kings.
Effie Mabel Seaboyer	Port Williams	Kings.
Georgie Stevens	Bible Hill	Colchester.
Martha Stewart	Scotsburn	Pictou.
Bertha May Woodworth	Bear River	Digby.
Eva Cook	Gay's River	Colchester.
Frances Thompson	Halifax	Halifax.
Roy David Crawford	Wallace Station	Cumberland.
Alexander Bane Morrison	Marion Bridge	Cape Breton.
Antoine Langille	Mahone Bay	Lunenburg.

TO BE AWARDED FIRST RANK AFTER ONE YEAR'S SUCCESSFUL TEACHING; IN THE MEANTIME AWARDED SECOND RANK.

Jean Whitman	Southampton	Cumberland.
Delila Pearl Curry	Glace Bay	Cape Breton.
Edna Irene Forsyth	Dartmouth	Halifax.

Ada Maud Fulmore	Walton	Hants.
Rebekah Gotobed Grant	Halifax	Halifax.
Ethel Maud Illsley	Woodside	Kings.
Hattie Kilpatrick	Sydney Mines	Cape Breton.
Katherine McCara	Elmfield	Pictou.
Jane Priscilla Maxwell	Hedgeville	Pictou.
Agnes Knight Sanders	Halifax	Halifax.
Edith Inez Tupper	Sheet Harbor	Halifax.
Louella Thompson	Elmsdale	Hants.
Georgia Hall	Springhill	Cumberland.
Bessie Helena Platt	Yarmouth	Yarmouth.
Margaret Faye Rutherford	Upper Stewiacke	Colchester.
Eva Alma Smith	Amherst	Cumberland.
Matilda Sutherland	Bible Hill	Colchester.
Catherine Sutherland	Bible Hill	Colchester.
Mary Adelaide Wylde	Port Medway	Queens.
George Isaac Thompson	Antigonish	Antigonish.

AWARDED SECOND RANK DIPLOMA.

Jane Elizabeth Card	Kempt Shore	Hants.
Margaret Beaton	St. Peter's	Richmond.
Caroline Bogart	Karsdale	Annapolis.
Marie Emma Bourneuf	Grosses Coques	Digby.
Cynthia Alice Chisholm	Great Village	Colchester.
Josephine Maria Condon	Livingston's Cove	Antigonish.
Olive Blanche Dickie	Eastville	Colchester.
Imogene Dimock	Urbania	Hants.
Jessie Dimock	Urbania	Hants.
Marie Adele Doucet	Church Point	Digby.
Marie Elizabeth Doucet	Belliveau's Cove	Digby.
Mary Agnes Dugas	Grosses Coques	Digby.
Ethel Foley	Head Jeddore	Halifax.
Ida May Graham	Truro	Colchester.
Marion Katherine Greenlaw	Port Medway	Queens.
Mary Catherine Hainey	Weymouth	Digby.
Mary Evelyn Hirtle	Dayspring	Lunenburg.
Edna Eliza Huntley	Truro	Colchester.
Jessie May Macdonald	Truro	Colchester.
Ethel Jean MacIvor	Pugwash	Cumberland.
Beatrice MacLeod	Dartmouth	Halifax.
Ardessia May Mills	South Valley	Cumberland.
Tillie Agnes Myers	Head Jeddore	Halifax.
Mamie Beatrice Nuttall	New Salem	Cumberland.
Ella Gertrude Peters	Digby	Digby.
Mary Gertrude Power	Arichat	Richmond.
Lenora Bessie Rose	Dartmouth	Halifax.
Florence Louise Silver	Dayspring	Lunenburg.
Leo J. LeBlanc	Margaree Forks	Inverness.
Morley Puncheon Nichols	Nicholsville	Kings.
William McKenzie Thompson	St. Paul's	Pictou.

TO BE AWARDED SECOND RANK AFTER ONE YEAR'S SUCCESSFUL TEACHING; IN THE MEANTIME AWARDED THIRD RANK.

Marie Antoinette Belliveau	Church Point	Digby.
Annie Deagle	East Margaree	Inverness.
Henrietta Elizabeth Jackson	St. Peter's	Richmond.
Florence Cassie MacLellan	Belle Cote	Inverness.
Mary Grant Pearson	Truro	Colchester.

AWARDED THIRD RANK.

Mary Cassie Chisholm	Guysboro Intervale	Guysboro.
Mary Ann Comeau	Meteghan River	Digby.
Amanda Nettie Harpell	L. West Jeddore	Halifax.
Matilda Annie LaPierre	Grand Desert	Halifax.
Nellie Mary Melanson	Corberrie	Digby.
Mary Margaret Prest	Mooseland	Halifax.
Mary Beatrice Dugas	Grosses Coques	Digby.

AWARDED LICENSE IN MECHANIC SCIENCE.

Arthur Rogers Patton	Annapolis Royal	Annapolis.

SUMMER CLASS IN SCIENCE, 1906.

Harriet Carter	Truro	Colchester.
Clara Davidson	Truro	Colchester.
Agnes Spencer	Great Village	Colchester.
Lennie Lynds	Onslow	Colchester.
Zella Crowe	Clifton	Colchester.
Howard Brunt	Halifax	Halifax.
Florence Crawford	Bridgewater	Lunenburg.
Reginald Bent	Middleton	Annapolis.
Louise Thomas	Truro	Colchester.

BILINGUAL STUDENTS IN SUMMER LANGUAGE CLASSES, JULY, AUGUST, 1907

Eva Anna Amirault	L. E. Pubnico	Yarmouth.
Lena Bertha Amirault	L. E. Pubnico	Yarmouth.
Moses Calixte Doucet	Grand Etang	Inverness.
Everett John Nicolle	West Arichat	Richmond.
Charles Joseph Forrest	West Arichat	Richmond.

II.—TECHNICAL EDUCATION.

FREDERIC H. SEXTON, S. B., *Director, and Principal of the Nova Scotia Technical College.*

SIR,—I have the honor to submit herewith my first report embracing the work in the sub-department of Technical Education carried out under my direction from May first to July thirty-first, 1907. Most of the time during this period was spent in investigating the general status of existing evening schools, and the exact educational needs of the workmen in the principal industrial centres of the province.

As you are aware, technical education has attracted widespread attention and consideration in the English-speaking world since the reports of the Royal Commission appointed to investigate the systems of Technical Education, and its vital relations to industry in the early eighties. The reports showed the following statement made by Professor J. B. Johnson to be true:[1]

"That an interior country like Germany, without a navy and with little foreign commerce, could in a quarter of a century increase her manufacturing capacity tenfold, and make it equal to that of England; increase her shipping twenty-fold, making it second to that of England; effectually establish a regular export with every country on the globe, and by at once cheapening products and improving their quality, put herself in a position to hold these markets indefinitely; that all this could be accomplished in the face of open competition, and in this age of universal publicity, is indeed marvellous and would alone prove the old methods have lost their potency and that something new has arisen under the sun."

Technical education, the training of men and women in the principles of the arts and sciences underlying industry and commerce, has been the greatest factor by far in Germany's great progress with which everybody is now familiar. At the great national expositions for the last half century or more the industrial progress of the world has been well demonstrated, and the relative positions of the separate nations clearly indicated. In the London exhibition of 1851, England's supremacy in industry and commerce was admitted by all, but sixteen years later she had been outstripped in nearly all departments by the Continental nations. The reason for the material advancement of England's manufacturing rivals was due solely to the thorough and extensive system of technical education available to the workers in these other nations, while England possessed nothing of the kind at that time.

Sir Lyon Playfair, speaking some years ago of the influence of technical education upon the industrial prosperity of Switzerland, said:[2]

[1] Proc. Soc. for Promotion of Engineering Education.
[2] Address by C. G. Washburn at Worcester Polytechnic Institute, June 14, 1906.

"The Coventry ribbon trade, which has deserted England, has settled in the valleys of Switzerland. The Polytechnic Institute at Zurich, has aided in this result, because it turns out seventy or more persons annually, trained in the science and art requisite to conduct such a manufacture successfully.

"This single branch of manufacture so transferred from England to Switzerland employs in the latter thirty thousand weavers and other collateral workers, such as dyers and superintendents. The value of the annual export of this manufacture from Switzerland is eight million dollars, while the trade has languished at Coventry, in England, until the annual export is little more than three hundred thousand dollars."

"The difference," says Lord Lyon, "between the Swiss trade and the Coventry trade is very simple; it is involved in the answer given by Opie, the painter, to a youth who asked him how he mixed his colors,—'I mix them with my brains, sir.'"

There is an obvious lesson in this quotation for us now as well as for England then. If industrial progress is so absolutely dependent on technical education, and if the rest of the nations of the world are making haste to establish complete systems of scientific industrial education, it behooves us here in Nova Scotia to incorporate into our scheme of education such classes of schools and instruction of such character, that our native born, who need bow to none in the qualities of energy and ability, may possess themselves of the necessary knowledge and training to compete successfully in the world's future industry and commerce.

England had her deficiencies in technical education brought sharply to her attention by Dr. Carl Peters in his "England and English." He said:[3]

"It is beyond question that the shallowness of national education, due in the first instance to Britain's school methods, is driving her fast into an inferior rank for science and industry to that occupied by other countries, especially Germany and North America."

He says further:[4]

"The sovereignty of the oceans is * * the vital question for the Anglo-Saxon race. Once deprived of the power of controlling the seas, Great Britain would immediately sink to the standard in the world's stage now occupied by Ireland. On the other hand, the fate of this Empire depends also on the possibility of becoming a purely financial community with all the consequences of such a system, i. e., on the question whether her industry is to follow in the wake of her decaying agriculture, or whether British statecraft and policy will be able to save the State from such unrestricted dependence on foreign production. These two problems—the lasting predominance at sea, and the maintenance of British industry against foreign competition—form the nucleus of all the work which English policy will have to deal with in the twentieth century. Everything else is subordinate. If Great Britain were to cease ruling the waves, she would not only at one stroke lose her political eminence among the nations of the earth, but there would also be an end to English luxury, and to the very livelihood of at least half her inhabitants. If the industries of Manchester, Sheffield, and

[3] England and English, page 257.
[4] England and English, pp. 140-142.

Birmingham were to follow in the footsteps of the farms of Kent, Surrey, and Devonshire, the British Island would depend on foreign countries for all the necessities of life, and there would be no room for the British workman."

But there is no need of multiplying the utterances of the deepest thinking men who are constantly urging English-speaking countries to adopt the wide-spread, systematic, thorough educational policy in respect to industrial and technical education that has pushed Germany to the forefront of commerce and industry. That Germans well understand that this sort of education is principally accountable for their success, and that should other nations adopt her methods she would have to relinquish her title, is well shown by the following remark of an eminent Prussian manufacturer to Sir Henry E. Roscoe:[5]

"We in Germany do not care whether you in England are free traders or protectionists, but what we are afraid of is that some day your people will wake up to the necessity of having a complete system of technical and scientific education, and then, with your energetic population, with your insular position, and with your stores of raw material, it will be difficult, or it may be impossible, for us to compete."

Another instance of this same feeling is evinced by the statements of Herr Möller, Prussian Minister of Commerce, in a public speech at the dedication of the Technical Textile College at Sorau, which are given below:[6]

"Those whom we have been pushing out are beginning to defend themselves. Our former markets are becoming producing countries, and we shall doubtless have to see certain branches of our business decline and pass over to other countries which have cheaper labor than we. Hence, we shall be more and more obliged to perfect our industries, and not only to follow up promptly all novelties and changes of taste, but to take the lead in creating such changes."

It is a great satisfaction to note that England has aroused itself because of the severe lashings which public apathy toward technical education received from some of her greatest men, and that large sums of money have been by legislation devoted perpetually to industrial scientific education. The chief sources of income applied to this branch of instruction are derived from the sum obtained from the extinction of licenses known as Whiskey Money, and a tax not exceeding one penny per pound on the assessable value of the various districts according to the power granted by the Technical Instruction Act. It was nearly twenty years ago, in 1889, that this act was passed. In 1890 the government provided that the "Whiskey Money" would be handed over to the County and Borough Councils, recommending that it be used for the purpose of technical education. The total income available at that time was three-quarters of a million pounds sterling, and it was immediately applied to the pur-

[5] The Life and Experiences of Sir Henry E. Roscoe, 1906, p. 215.

[6] Industrial Education and Industrial conditions in Germany, Special U. S. Consular Reports, Vol. XXXIII, 1905. 303.

Engineering Workshop, Manchester Municipal School of Technology.

pose designated by the localities and was not used for the relief of the rates. The act was amended somewhat, and made more flexible in 1891, and has been repealed and further amended in the Education Act of 1902, and by further legislation in 1903; but the same revenue, now amounting to more than a million pounds sterling annually, is permanently appropriated to technical and industrial training. The local authorities at present are not contented to stop with the amounts derived from the "Whiskey Money," but are borrowing large sums of money, receiving numerous benefactions, and erecting and maintaining numerous technical schools of varying grades throughout the land.

The city of Manchester, with its 544,000 inhabitants, has done notable work in establishing municipal technical schools and manual training schools, etc. This city receives about £12,000 sterling per annum from the tax on spirituous liquors, and devotes a good deal more that is raised by local taxation, for this all important branch of education. The city has, according to Sir Wm. Mather, M. P.,[7] spent already in buildings and equipment for technical schools for the city alone from 350,000 to 400,000 pounds sterling, and expended a good deal more than their 12,000 pounds sterling of "Whiskey Money" annually in carrying on these schools. Leeds, Birmingham and Liverpool are also establishing highly creditable technical institutions at a very large cost, besides many other manufacturing centres in Great Britain.

That British manufactures have not been stimulated and benefited by the schools that have been established is due mostly to the fact that the English youth leaves off attending day school when he reaches the statutory age of fourteen, and goes to work thinking that he can continue and complete his education in the evening school, if he thinks, indeed, that he needs anything further than that knowledge already acquired in day school. The Municipal School of Technology of Manchester, had in 1906 about 200 day students, and about 5,000 in the evening classes held between October and May. It is indeed creditable to have such a large number of pupils enrolled in the evening school, but it must be frankly admitted that there exist great disadvantages in the attempt of workmen to acquire knowledge in the evening after a hard day's work. There is not the same prevalent passion for education in Great Britain among the poorer classes that exists in the United States and Canada.

Considerable progress has been made in the United States during the last two or three years in the direction of industrial education. Massachusetts appointed a commission to investigate the subject, and they have made a very thorough study of the American aspect of this

[7] Report of the Commission on Industrial and Technical Education of State of Massachusetts, 1906, p. 152.

problem. They conducted a special investigation into the conditions of the children in the State between the ages of fourteen and sixteen which is most illuminating. They found that 1 per cent. of the whole population (25,000 persons) between these age limits was idle or engaged in work that was productive of small benefit to themselves or their employers. It was shown that the boys or girls who stayed in school until they were eighteen or nineteen had advanced to a larger earning capacity in a few years than their brothers, who had entered some industry when released from school at fourteen, and had a considerable start in actual business life.

The Commission also discovered:[8]

"a growing feeling of inadequacy of the existing public school system to meet fully the need of modern industrial and social conditions. The opinion was expressed by many speakers that the schools are too exclusively literary in their spirit, scope and methods. Men and women who have been brought into contact with the harder side of life as it appears among the poorer people * * * * think they see in some form of industrial education a means of securing earlier and greater efficiency as wage earners, more self-reliance and self-respect, steadier habits of industry and frugality, and through these the opening of avenues to better industrial and social conditions."

There was further brought to public notice the fact that the drawing and manual training courses had come to be applied as general cultural subjects—[9]

"mainly useful as a stimulus to other forms of intellectual effort—a sort of mustard relish, an appetizer—to be conducted without reference to any industrial end, and severed from real life as completely as have the other school activities."

[10] "The experience of manual training high schools shows us that very few of the graduates go into the industries; they go to some higher institution, to some technical school. * * * Manual training is so general that it does not equip for a particular vocation, and is not intended to. It is a means of educating the boy with the processes of construction, and with the use of concrete materials. * * * The manual training high school is a very valuable educational institution, but it is an institution for general education, not for vocational education."

The fruits of this investigation in Massachusetts are being reaped early. In 1906 the Massachusetts legislature passed an act to establish separate local industrial schools in cooperation with the local authorities throughout the State. The appropriations were as follows:[11]

"Whenever any city or town or district * * * shall appropriate money for the establishment and maintenance of independent schools for industrial training, the commonwealth, in order to aid in the maintenance of such schools, shall pay annually from the treasury to such cities, towns or districts, a sum proportionate to the amount raised by local taxation and expended for the support of schools, for each thousand dollars of valua-

[8] Report of the Commission on Industrial and Technical Education of State of Massachusetts, 1906, p. 5.
[9] Ibid page 14.
[10] Ibid 1907, p. 43.
[11] Acts of 1906, Chap. 505. section 5.

tion, as follows: Cities and towns expending more than five dollars for each thousand of valuation for the support of public schools, to be reimbursed by the commonwealth to the amount of one half; those raising and expending between four and five dollars per thousand to the amount of one third; and those raising and expending less than four dollars per thousand to the amount of one fifth of the cost of maintaining industrial schools."

Fitchburg, Worcester, Pittsfield, Attleboro, Lawrence and other manufacturing centres of Massachusetts, are early availing themselves of the opportunities offered, and are establishing schools for industrial education. Lowell, Fall River and New Bedford, aided by the State, have founded textile schools with such complete and lavish equipments as to rival even some of Germany's institutions. Neighboring States have taken up the movement and are preparing to supply their own needs in the matter of technical education. The Carnegie Technical Schools in Pittsburg provide for almost every grade of purely industrial training from the lowest to the highest, and are available both in evening and day classes.

One of the chief results of the agitation in favor of industrial education has been the formation of the "Society for the Promotion of Industrial Education," looking toward its extension in the school system, and to its support by legislative appropriation. In both respects a great deal has been accomplished. An act was passed at a recent session of Congress to raise the federal appropriation to each of the State Colleges of Agriculture and Mechanic Arts. A bill was also introduced to appropriate a large sum annually for industrial education in high schools, half to be appropriated to city high schools and half to agricultural high schools. Some thirty of the latter have been established, articulating with the rural schools below, and with the agricultural colleges above. It is certain that the United States, with their characteristic energy and genius, will quickly provide lavish sums of money for the establishment of complete systems of technical and industrial education, and preserve their predominance in certain lines that have heretofore been due mostly to the great natural resources, besides the productive capacity and ingenuity of their labor and manufacturers.

It is well for Nova Scotians to comprehend the advance made by their countrymen and neighbors in order to realize adequately their own position, and to provide as completely for their own peculiar needs as the others have for theirs. One of the most important things to recognize is the complete, and systematic, and thorough way in which science, mathematics, language, drawing, etc., are adapted to the different vocations without losing a whit of their educational value. An illustration is quoted here of the thoroughness of continental ideas of technical training. The syllabus below is that of the course in wood-work in a school in Hungary in the technology of wood and wood work. This illustration has been selected because

the trades connected with the working of wood are quite common in the province of Nova Scotia.

Technology of auxiliary materials for direct piecing together. Manner of fastening, classification. Dimensions, etc., of nails, screws, etc. Bolts and nuts. The making of glue, testing of glue; its use. Procedure in ordinary gluing, in veneering, preparation, and use of mastic, and of liquid glues.

Wood as a vegetable product. The morphology of the tree; its root, trunk, leaves, buds. Reciprocal relations of the three constitutive parts of a tree. Classification of trees; structure of the tree, its cellules and filaments; its growth: rings, dimension, and division of cellules.

Sketch of the tree. The chemical composition of wood. Technical qualities of wood. Defects in wood. Essential qualities for wood intended for building, use, etc. Processes for rendering wood more resistant, e. g., treatment of tree before and after cutting; process of treating with lye; drying in air or in drying ovens. Construction of drying ovens. Conditions and procedure in artificial drying. A simple drying oven for artisans; drying apparatus in which air, steam, smoke are used.

Impregnation of woods by chloride of zinc, and tar, by the aid of pneumatic apparatus. The Bocqueric and Pfister processes. Explanation of the advantages of impregnating wood.

Explanation and use of the various sorts of wood most used in industries and technology. The wood worked up; tools, apparatus, and machines for wood-work. (These are treated with considerable fullness). The polishing, dyeing, etc., of woods.

Action of bases and acids on the color of woods. Coloring matters and their resistance to the action of water, light, etc. Preparation and use of coloring matters with various kinds of wood.

Varnishing woods, coloring matters for varnishes. Varnishes with and without oil: polishes. Waxes, and their use with furniture. Oily lacquers and alcohol. Materials for hardening woods.

The production of wood, centres of production and commercial routes. Cutting and sawing, forms and dimensions, classification of articles, common usages.

Joinery workshops, without machinery, with minor machinery, with complete mechanical equipment. The technology of turning, and of veneering, sketching, and drawing of pieces of joinery, etc.

It is also thought fitting to give another example of the complete and thorough training from one of the apprentice schools of Munich. There are now *forty different* kinds of these schools in this one city, embracing such trades as butchers, balsers, shoemakers, chimney sweeps, barbers, wood-turners, glaziers, gardeners, confectioners, wagon-makers, blacksmiths, tailors, photographers, interior decorators, painters, waiters, coachmen, paper hangers, bookbinders, potters stove-setters watchmakers, jewellers, gold and silversmiths, foundrymen, pewterers, tinsmiths, plumbers, stucco workers, marble cutters, coopers, saddlers, printers, typesetters, lithographers, engravers, machine-makers, mechanics, cabinet-makers, masons, stonecutters, and carpenters. The illustration chosen is that of the course for machinists' apprentices, because there are a goodly number of machinists in our own Province, and it is a trade in which an apprenticeship system is still most widely preserved here. It is commended to all to carefully study this outline to see the immense pains

that is taken to provide such instruction in all things which shall tend to give the workman the mental power to see beyond the mere task that occupies his hands, and to grasp the broad view of the industry in regard to cost of production, the introduction of better system, conscientiousness to the firm that employs him; in short, to give him the *industrial intelligence* that shall make him an excellent foreman or a most highly efficient workman.[12]

Arangement of the School.—(*a*) In conformity with the period of apprenticeship instruction in the machine industry, there was established for the trade school for machinists' apprentices a four-year period of instruction with four progressing classes, and the same annual period of instruction as for the general continuation school. All the active workers in the machinists' trade, the apprentices of locksmiths, turners, mould makers, boiler makers and moulders, were welcomed in the school.

(b) The individual subjects of instruction, which are in the closest possible connection with the requirements of the trade, are as follows: religion; trade calculations with bookkeeping; business composition and reading; the study of life and citizenship; mechanical drawing; physics and machinery; materials and shop work.

(c) The weekly period of instruction is 9 hours for all classes, of which 3 hours come on Sunday morning, from 9 to 12 o'clock; and 3 hours each on two workings days, from 9 to 12 o'clock in the morning or from 4 to 7 in the afternoon. By this arrangement of hours, as well as in the assignment of the individual classes to different weeks days, is rendered possible a suitable change in school attendance in the interest of the workshop management.

(d) The subjects of instruction named above, arranged according to classes and hours, are as follows:—

SUBJECTS.	Hours of Instruction.			
	Class I.	Class II.	Class III.	Class IV.
Religion	1	1	1	.
Trade calculation and bookkeeping	1	1	1	1
Business composition and reading	1	1	1	.
Studies of life and citizenship	1	1	1	1
Mechanical drawing	3	3	3	3
Physics and mechanics	2	1	1	2
Machinery	.	.	1	2
Materials and shop work	.	.	1	2

(e) The instruction in physics and machinery, as well as in materials and shop work, is undertaken by a skilled machinist; the remaining instruction is imparted by the appropriate teachers of the common and continuation schools.

(f) The cost of instruction is defrayed by the city, which also furnishes the necessary quarters for instruction. To make attendance easier, it is to be so arranged that when possible, for all four classes or at least for two, conveniently located trade school buildings are used for the same division in the trade school for machinists.

(g) All firms that are in position to do it are pledged to support the trade school by giving the free use of machines, tools, models, etc.

[12] Massachusetts Commission on Industrial Education, Bulletin No. 3. 1907, pp. 4-12.

(h) Apprentices who have not satisfactorily fulfilled the required school attendance, can, by request on the part of the master of the school, be obliged to further attend the whole or part of the instruction of a class.

(i) Voluntary attendance in a class or a technical lesson is permitted to apprentices who are no longer required to attend school, and to helpers also. The fees fixed by law for such attendance in class is 50 pfennige per hour a week per year.

(j) Those apprentices whose houses or shops lie at a great distance from their schoolhouse will receive, upon application to the board of directors of the street railway, school tickets for the half year for the sum of 2 marks.

3. *Division of Subjects.*—The selection and arrangement of the subjects are outlined as follows:—

(*a*) *Calculations and Bookkeeping.*—The first object of the instruction in calculations is to make accessible to the apprentice the necessary knowledge for a sound conduction of business, and simple economical housekeeping. The second object pertains to the trade, and the instruction must gradually carry the pupil to the point where he can grasp the geometrical and similar construction calculations of machine building, and as far as possible, carry them out independently. It is necessary to introduce the simplest forms of equational calculations, in order to obtain a clear and simple presentation of the mathematical laws of physics and mechanics; but the equations to be formed in this work are always derived from simple, practical problems, and before their incorporation in lettered formulae are to be formulated clearly and practically in corresponding equational wording. Accordingly, the instruction in calculations is in the following fields:—

CLASS I.—(*a*) *Common Calculations:* Services for hours, days, weeks, and months. Income book; its monthly and annual balancing. The daily, weekly, monthly, and annual expenses of an individual; of a family. Household book; monthly and annual closing. Economical expenditures and their illustration. (*b*) *Geometrical Calculations:* Simple calculations of surfaces (four-sided surfaces), as applied to flat working material (sheet tin, plates, etc.) Computation of contents of prism-formed bodies, and their weight and price calculation. (*c*) *Equational Calculations,* in connection with the previously mentioned geometrical problems; then also with the physical problems involved (lever, motion, velocity); final fixing of the ideas of equality and inequality; finding of individual values in an equation.

CLASS II.—(*a*) *Business Calculations:* The buying of different metals and other materials of the industry. Rebate for cash payment; transportation and other business expenses. Expenditures for working materials, workshop and mechanical appliances, life and fire insurance. (*b*) *Geometrical Calculations:* Calculation of triangles, circles and cylinders, as applied to the form and contents of round pieces of work (faucets, casks, axles, wheels, etc.); in addition, weights and cost of materials. (*c*) *Equations:* Continuation in the making up of equations in the fields of geometrical and physical calculations (rotation, friction, heat, expansion).

CLASS III.—(*a*) *Business Arithmetic, Bookkeeping, and Exchange:* The business books of simple bookkeeping (inventory, day and cash books and ledger); their monthly and annual closing; adjusting and balancing them; liquidations; bills of exchange, their kinds and use; bill book. In connection with bookkeeping, simple calculations of cost and estimates of expenses for things for the household and work. (*b*) *Geometrical and Equational Calculations:* Continuation in the same kind of problems already given, but more advanced work. The cone and ball in machinery; calculation of the weight of an object by means of the weight of the model; the right-angle triangle and the theorem of Pythagoras; the extraction of the square root; further practice in examples from physics and mechanics.

CLASS IV.—*More Comprehensive Calculations of Cost:* Reason and aim of the calculations; fixing of the cost of materials, of pay for work, from practical examples; working expenses and their calculation, based on the materials and wages; finding of the profit in per cent.

(*b*) *Business Composition.*— The instruction in composition must make the pupil capable of correctly preparing all important written communications of a private and business nature, as regards their expression, spelling and form.

CLASS I.—(*a*) *Ordinary Letters:* To members of the family, relatives and friends, about the life and business of the apprentice, also using appropriate matter from the other instruction. (*b*) *Business Letters:* Inquiries, information, offers of services, application for a position, advertisements, statements of loans and refusals; apprentice contracts; business recommendations; general writings; communications for publication.

CLASS II.—*Compositions regarding Buying and Work:* Epistolatory and published bids for wares and work; price inquiries; ordering of wares; directions for work; purchase agreements; business directions and instructions for delivery; bills, receipts, partial payments; refusals of payment; grievances, excuses, judgments and recommendations.

CLASS III.—(*a*) *Compositions concerning Debts:* Credit reputation; certificates of debt and security; dunning letters; granting of delays; remission of accounts; debts of bills of exchange. (*b*) *Written Intercourse with Officials:* Petitions to the mayor, building department, manufactory inspectors, police, lower court; reports on the local economic and social conditions, to the departments of trade and industry, to the government, to the administration.

The instruction in reading in connection with the subject of citizenship has for its object the furthering of a general and broad development of the pupil, and the awakening within him of pleasure and taste in good literary productions. In so far as the reading book treats of the calling of the pupil, this matter is used in his technical instruction. The selection of the reading matter for the individual classes is left to the teacher.

(*c*) *The Study of Life and Citizenship.*—These branches of instruction are to give to the pupils an insight into a sane and spiritual conduct of life; and it therefore treats of the problems of hygiene, as well as the problems of life, in connection with the calling, society and the state, with special consideration of those fields from which the pupil can best obtain a knowledge of the necessary unification of the interests of all conditions of people and industrial groups. The subject matter is divided as follows:—

CLASS I.—(*a*) *Hygiene:* The construction of the human body. Nutrition; food and luxuries; breathing, circulation of the blood; care of the skin and teeth; dwellings and clothing; work and recreation; gymnastics and exercise out of doors. The influences detrimental to health in the industry, especially the bad effects of dust; first help in the accidents of the industry. Fostering of cleanliness. (*b*) *Deportment:* Demeanor in the house and outside; in the workshop; toward acquaintances; in school and in society.

CLASS II.—*Industrialism:* History of hand work in general and of machine construction in particular; beginnings in the construction of so-called machinery in ancient times (Chersiphron, Metagenes, etc.) Significance of rotary motion for nearly all machines. Mechanical contrivances for war and conveyance in the middle ages; discontinuation of the machines of the older times by the invention of the steam engine (Papin, Newcomen, Watt, Woolf, Stephenson, Fulton); recent engine construction (Vorsig, Hartmann, Zimmermann, Krupp, Gruson, Imperial, Germania and Vulcan dockyards); the most important engine shops of Munich. Allied industries. The present-day condition of engine building; the most important features of the industry; the protection of designs (through patents).

CLASS III.—*Citizenship:* Communal government; problems of communal society, its social and economic arrangements; rights and duties of the communal citizen; communal titular officials. The state constitution of Bavaria; problems of states unions; duties and rights of the citizens of the state; titular state officials. The Bavarian state government. The constitution of the German empire; the problems of the empire. Social legislation. Commerce and trade in the nineteenth century, and their significance for the well-being of the citizen and industrialist. The value of German consuls in foreign countries.

CLASS IV.—*The Citizen of the State in Public Life:* Human society,—the social and economic distinctions in it; their origin, necessity, and present development. General social and political economic systems (legislation, administration of rights, security, culture, and public safety). The part taken by the citizen of the state in the advancement of the common interests of life. The advantage of life under a united states government. Germany's economic and cultural position in the world. Supplementations of industrial legal knowledge, especially legal instructions for conducting factories, steam plants, and such mechanical systems; accident insurance.

(*d*) *Mechanical Drawing.*—The object of this instruction is to give the pupil a certain amount of training in the use of drawing instruments, and in addition, the capability of following out working drawings without difficulty; the pupil must also learn to make a dimensional sketch of any part of a machine, from which work can be done or a working drawing made. Special value is attached to exercising the pupil in the correct statement of the necessary measurements; then follows free-hand sketching. The subject matter is distributed over the four years as follows:—

CLASS I.— Instruction in use of the ruler, angle and circle; copying of measurements (corrugated metal plate, perforated metal plate); division of lengths, angles, and circles; hexagons (receiving nut, rachet wheel); contact between straight lines and circles, and between two circles (screw pegs, plates, flanges, stock stands); the most important curves; chain links; representing of materials by colors and by cross hatching (section of rolled iron).

CLASS II.—The representations usual in the machine industry, in ground plan, vertical section, and in necessary cases in profile; sketches of simple models, giving special consideration to the substance; making of drawings from sketches (models for this; simple pieces composed of rolled iron, plates, slides, and guide pieces; rivet bolts); representation in section; continuation of the drawing of models (covers, some parts of packing boxes, anchor plates, pieces of tubing, axle bearings, foundation plates, smelting hearth, connecting rods, axles and shafts, bolts and pins); treated surfaces.

CLASS III.—Plane sections, triangle prisms, cylinders, cones, with their development; the most important curves and their construction; transition curves in rounding out (smoothing irregularities); curves between turned and planed surfaces (cross pieces, piston-rod heads, rod ends, receiving nuts); penetration of two cylinders, with developments; representation of normal screws; screw joints; rivets and rivet joints; drawing of more difficult models (valve and cock boxes, cross-head, forms of lever- and piston rods, guiding appliances, regulator arms, etc.)

CLASS IV.—More difficult model drawing, according to proportions of the constructed models, for the carrying out of the development by the boiler maker; the drawing of separate objects and larger working drawings.

(*e*) *Physics, Mechanics and Descriptive Machinery.*—In this instruction the pupil must be familiarized with the working of the most important natural laws, with continual reference to their practical application. The annexed instruction in descriptive machinery shows the pupils the important apparatus and the chief machines, both as to arrangement and method of action with reference to the applied physical laws.

Plumbing and Sanitary Engineering Workshop and Laboratory, Manchester Municipal School of Technology.

CLASS I.—Motion. Uniform straight-lined motion; velocity; motion in a circle; transformation by belt driving and cog wheels; transformation conditions for the turning lathe; connecting gear; screw cutting on the turning lathe. Force, its representation by drawings; composition and resolution of forces; parallelogram of forces; moment of force; superimposed pressure; work, effect; simple machines (lever, wheel and axle, pulley); movement along a surface, inclined plane; screw, worm wheel; force; mass, energy; centrifugal force; friction.

CLASS II.—Qualities of Rigid Bodies. Molecule and atom; cohesion; elasticity; principles of tensile strength; resistance to compression and shearing strength; qualities of fluids; horizontal surfaces, hydrostatics; transmission of pressure; hydraulic press; bottom and side pressure; outflow, buoyancy and floating; qualities of gas; expansive force and tension; law of Mariotte; air pump; expansion air balloon; heat; expansion of bodies; melting, melting point; evaporation, vaporization, boiling; boiling point; saturation and super-heated steam; amount of heat; caloric; specific heat; heat of melting, heat of vaporization, quantities of heat.

CLASS III.—Grouping of the Units of Machine Construction, and the Means of measuring them. Measures of length; Vernier, sliding gauge, callipers; measurements of cavity and depth; vacuum; calibrating rods and rings (tolerated exhaust); determination of weight (usual scales, beam scales, platform scales, spring scales); measure of tension (fluid and spring manometer); determination of times of revolution and velocities (cyclometer, tachometer); determination of amount of work (Prong's dynamometer and break experiments).

CLASS IV.—The Steam Engine: The actions within the cylinder, and their representation by drawings; diagram and indicator; the steam distributor; aim and arrangement of condensation; arrangement of the steam engine; the most important features of the steam boiler; motors actuated by explosions with and without special arrangement for ignition; regulation of water-power and its employment to advantage.

(*f*) *Materials and Work.*—It is the function of the instruction to familiarize the pupil with materials used in his trade, their source, how they are obtained, their qualities and how they are worked, and to introduce to him the most important working appliances and methods of work.

CLASS III.—*Iron:* Source; method of obtaining it; its qualities, and how it is worked; blast furnace; pig iron, cast iron, and malleable iron; ingot iron, forged iron; ingot steel, forged steel; finery process; puddling, Siemens-Martin process; Bessemer process, with its furnaces and arrangements; conversion into steel and tempering; casting, forging, rolling, and drawing, with the appliances pertaining thereto; the fuel (hard coal, charcoal, gas).

CLASS IV.—*Copper, Tin, zinc, Lead, Nickel, Aluminum:* As regards their occurrence, obtainance, characteristics, and working up; the most important alloys, as regards composition, characteristics and working up; the chief working tools and working tool machinery; grinding, cleaning, corroding, etching; mention of typical objects of manufacture in the line of progressive development.

(*g*) *Religion.*—The same topics as in the general continuation school, according to the direction of the bishop of the diocese or of the Protestant higher consistory.

On the 25th of April, 1907, the "Act Relating to Technical Education" passed the Nova Scotia Legislature, and became law. This provides that a Director of Technical Education shall have charge of all the schools established under the act. The schools pro-

vided for are: (1) A technical college in the capital city of Halifax, which should provide professional training in the courses of mining, civil, electrical, metallurgical and mechanical engineering, and industrial scientific research in connection with these departments; (2) Local technical schools which should be established in various industrial centres and offer such technical courses as should most benefit the people and industries in the locality; and (3) coal-mining and engineering schools in colliery centres which should teach to the men employed in and about the collieries the scientific principles underlying coal mining and mechanical engineering, and their modern practice in schools of a secondary grade. The college is to be supported by the government solely and by private benefactions if such become available. The expenses of the coal mining and engineering schools are at present defrayed by the provincial treasury altogether; and the local technical schools are to be jointly supported by both the locality and the central government.

The first step in organization was to obtain information regarding the status of the existing mining and engineering schools, and the attitude of workmen, employers and local authorities toward the proposed local technical schools. With the able assistance of Rev. James Carruthers, who had been connected with the inauguration of evening industrial classes under the auspices of Dalhousie and King's College, a thorough investigation was made into the above questions.

It was found among old students and teachers and others who had been connected with the schools, an almost unanimous opinion that the teacher had too great a burden put upon him in being expected to instruct ungraded classes in difficult subjects after doing a hard day's work underground in a mine. The necessity of an educational standard for entrance, and of teachers who devoted their whole time to the work, was agreed everywhere to be of paramount importance. It was also urged that the instruction should be made uniform throughout the province.

On the strength of the information gained, it was deemed advisable to divide the colliery centres into five separate districts, viz., Pictou county, Cumberland county, Inverness county, and in Cape Breton county to have the Glace Bay district and the Sydney Mines district. One teacher, who should be possessed of the knowledge sufficient to instruct men to the degree of qualifying for the highest government certificate of competency and with previous pedagogical experience if possible, was to be appointed to carry on classes in the science and practice of coal mining in each district, have general supervision of the classes connected with his department in his district, and devote his whole time and energy to the work. An educa-

tional requirement of a working knowledge of English composition and of Arithmetic up to and including decimal fractions, was demanded from students before entering the coal mining classes and the engineering schools. In order that men desiring to enter the technical classes should not be handicapped in obtaining the necessary knowledge to pass the entrance examination, a preparatory department in English language and arithmetic, usually in charge of the local teacher of the public school, was to be established at each colliery locality where the other advanced classes were held.

The engineering schools seemed to have been conducted in such a manner that they fulfilled most of the demands on them, and it was not deemed necessary this year to engage instructors to devote their whole time to teaching. Text books for use in these classes have been recommended in order to secure greater uniformity in instruction throughout the province. It was decided to establish special classes in mechanical drawing and electricity at some of the larger colliery centres in connection with the engineering schools, to fill a long-existing need in these directions by men in charge of the machinery about the collieries who find the method of working from blue prints and the introduction of electrical machinery confronting them without the adequate means of gaining the most satisfactory knowledge of the fundamental principles and practice involved in these innovations.

In respect to the local technical schools, the very greatest interest was found everywhere exhibited by wage earners, employers, broad-minded educators and the public in general. The wage earners and manufacturers felt the *personal need* of technical and industrial education such as they hoped these schools would offer. Both classes of men wish to improve the productive skill and industrial efficiency of the workman, and looked to this branch of education to help to accomplish the desired results. The common complaint was met that the cost of production was excessive and that one of the principal factors was the lack of skilled workmen. The old apprenticeship system was found to have almost disappeared from the province, and the methods by which the workman of to-day acquired a knowledge of a trade were of the most haphazard and unsatisfactory character. Modifications of the apprenticeship system were carried out in some departments of the largest industries, but the general modern tendency was to produce a specialized worker with a narrow range of knowledge and manual accomplishments. Everywhere the need of industrial education was apparent by the large number of wage-earners who were availing themselves of the advantages of correspondence courses. Enormous sums of money in the aggregate are spent for such courses each year, and represent a great drain on the wealth produced in the province by the workmen.

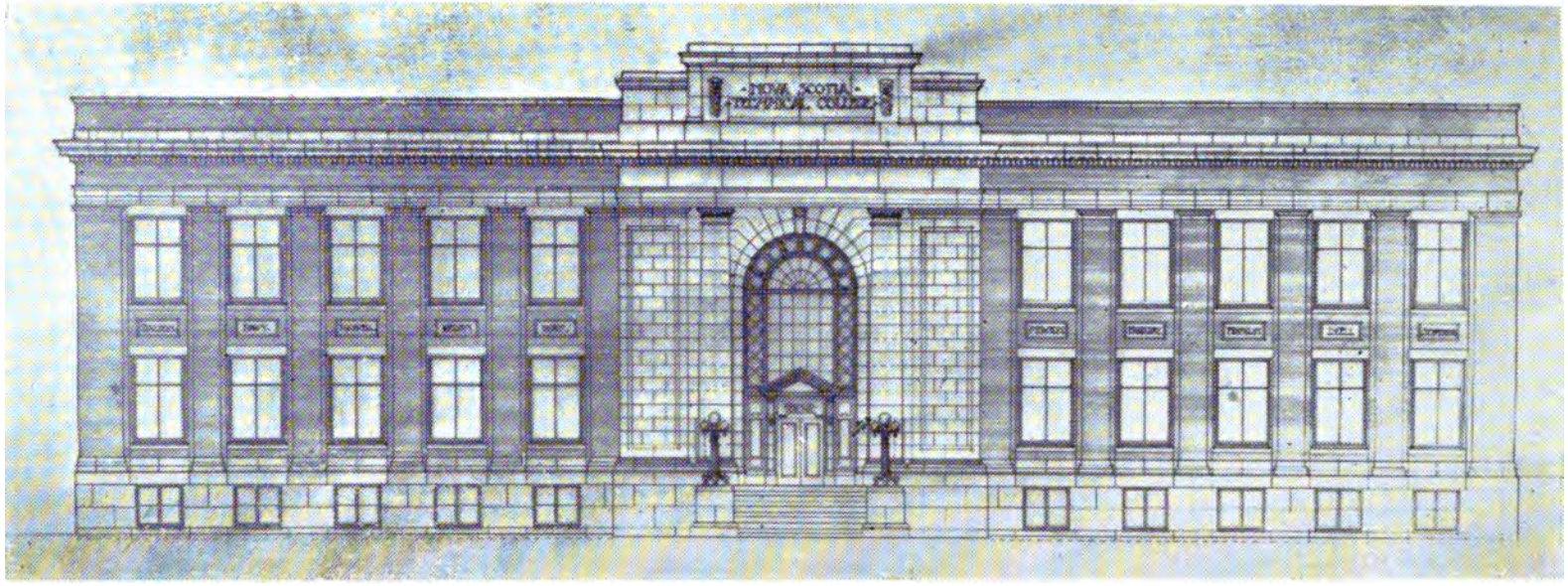
While there was a great general interest in the subject of technical education, very few definite plans for the definite procedure in establishing the local schools were offered. The Cape Breton Technical School in Sydney, carried on by King's and Dalhousie Colleges, and the evening schools in other centres conducted by the latter college, were noteworthy and commendable attempts, but were very much limited in their scope by inadequate financial backing.

There was some general confusion between manual training and the forms of industrial instruction adapted to a vocation or trade, it being generally not known that manual training has become a general cultural subject, and that it is not conducted usually with a practical end in view.

Trades Unions were found to be definitely opposed to pure trades schools, as voiced in a strong resolution passed by the National Trades and Labor Council in Canada some years ago. The unions fear that such schools will give an imperfect knowledge of the trades, produce a surplus of "hothouse mechanics" as they designate them, who will tend to decrease the demand and wages of skilled labor.

There was found to be no general unanimity as to how the technical schools should be financed. A number were found who think the localities have reached the limit of the tax for educational purposes. More expressed their idea that the expenses should be borne jointly by the locality and the provincial government, but there was much disagreement as to the proportion each should contribute. A few manufacturing concerns were willing to contribute directly to the expense of such technical schools, and all promised to use their influence to secure the attendance of their employees.

It was finally decided that the first schools to be established would be evening technical schools to educate the men already employed in the different industries in the scientific principles underlying their respective branches. The subjects to be taught, would, in every locality include Business English and Mathematics, and beside these whatever branches of learning for which enough men could be recruited to form classes. Training such as would lead only to manual dexterity in some trade was not to be taken up. In order to secure a satisfactory and continuous attendance, the applicants for classes were to pay a small deposit on entrance, that should be refunded to them on completion of the year according to their attendance. Because so many classes were conducted in localities that were more or less apart from the commercial centres, draughting supplies were furnished to the students at cost. The classes were to be continued from November to May, with two weeks' intermission at the holiday season. The teachers in the different subjects were to be carefully



Front Elevation of the Nova Scotia Technical College (From the Plan).

selected for their fitness both as to their practical experience and for teaching qualities. The teachers were for the most part men who held responsible positions in various industrial concerns. The expenses would be borne by both the locality and the government, each paying one-half the cost of the instructors, the local authorities providing accommodation, heat, light and janitor, while the equipment and apparatus were purchased by funds from the provincial treasury.

The classes offered for 1907-8 are as follows: Business English, Practical Arithmetic, Practical Mathematics (includes Geometry, Algebra and Trigonometry), Mechanical Drawing, Machine Drawing, Architectural Drawing, Elementary Electricity and Magnetism, Mechanism, Surveying and Plotting, and Chemistry. It is intended to conduct these classes with a thoroughly practical end in view, and to adapt the instruction to the specific needs of the students.

Plans of the Nova Scotia Technical College are now under consideration, and it is hoped to have them fully prepared for the main building by the first of the year nineteen hundred and eight.

A meeting of the governing board of the Nova Scotia Technical College has been held, composed of one representative from each of the recognized universities, viz.: Acadia, Dalhousie, King's, Mount Allison and St. Francis Xavier universities in regard to the articulation of the courses of Applied Science and Engineering of these universities with those in the Technical College. Nothing definite in the way of a curriculum for the preliminary course in such subjects, but a skeleton of such a course, was submitted to the meeting for discussion; when it was resolved that the representatives should further discuss the matter with their university colleagues and consider the matter in its fullest aspect at the next meeting.

This represents the work in more or less fulness up to the end of the school year, July 31st, 1907.

I have the honor to be,

Your obedient servant,

FREDERIC H. SEXTON.

To A. H. MacKay, Esq., Ll. D.,
Superintendent of Education.

III.—NOVA SCOTIA COLLEGE OF AGRICULTURE.

Summary Report for 1906-07.

Principal.—MELVILLE CUMMING, B. A., B. S. A.

TO THE SUPERINTENDENT OF EDUCATION FOR THE PROVINCE OF NOVA SCOTIA:

SIR,—I have the honor to present herewith the third annual report of the Nova Scotia Agricultural College.

The second regular session of the Agricultural College was concluded on April 15th, 1907, with an enrolled attendance of thirty (30), of whom twenty-five (25) wrote on the final examinations. Of this number, nine completed and wrote satisfactory examinations on the studies of the regular two years' course at the college, and were, consequently, awarded the Associate Diploma issued at this Institution on completion of the two years' course. Three of this number have since entered the third year at the Agricultural College, Guelph, with the intention of completing the course at that institution, and receiving the degree of Bachelor of Scientific Agriculture.

On November 4th, 1907, the College Halls were opened for the third annual session, in which there are now enrolled thirty-five (35) students. Of this number two are from New Brunswick, two from Prince Edward Island, and the remainder from the various counties of the Province of Nova Scotia. I must say that they are a splendid lot of students, who would do credit to any institution, and I am further pleased to report that, with few exceptions, their work is of a high character. Most of these students have come to us from the schools in the rural sections of Nova Scotia, and naturally their attainments are very varied. As the college was instituted to meet the needs of the farmers' sons of this and adjoining provinces, we find it necessary to admit to our course students of meagre qualifications in the same class with those of superior qualifications. This hampers our work to a considerable extent, and is a condition of affairs which I hope will, some day, be remedied. If the students, who come to our college, are at all representative of the average rural student in the province, I cannot but express the opinion that our teachers are, for the most part, deficient in scientific training, and I would be inclined to recommend a thorough inquiry into the matter and a subsequent offering at one or more of the public institutions in the province of courses in the various scientific subjects. Were some such course adopted, the tendency of which would be to provide

our country with teachers having a more comprehensive knowledge of the various sciences relating to agriculture and the allied industries, then I feel sure that we would have, not only a better trained lot of students, but also a greater number of them. Personally, I would be pleased to co-operate in this matter, and I take the responsibility of saying that the various men on the staff of the Agricultural College would be only too ready to participate in courses of this sort which are so closely in line with the trend of the age in regard to technical education.

The Short Course.

The Short Course continues to grow in popularity. In 1905, the attendance at the Short Course was 68; in 1906, 83; in 1907, one hundred and two; and in January, 1908, 140, and an intermittent attendance of 200. In 1907 the total attendance of 102 included twenty-one (21) from the Province of New Brunswick, and the Short Course of 1908, which has just been completed, was attended by fifteen (15) from Prince Edward Island, nineteen (19) from New Brunswick, and one from Newfoundland. The instruction given at the Short Course is entirely of a practical character. To add to its effectiveness, we always secure as assistants some of the most prominent men of the Dominion and Ontario Departments of Agriculture, as well as a number of our own leading farmers and orchardmen. The course is intended for those farmers who cannot afford to leave home for more than two or three weeks, and is as complete and satisfactory, I believe, as can be obtained in the same time at any institution in America.

Total Attendance.

The total attendance at the college for the year 1907 was one hundred and thirty-two (132), a number which, when the records of 1908 are complete, will be increased to almost the 200 mark.

For a more detailed report of the work of the college, I would refer the reader to my annual report as Secretary for Agriculture for 1907. Before concluding this brief statement, however, I wish to convey my thanks to Principal Soloan and the various members of the Normal School staff who have assisted in our class room and lecture work. I also wish to thank yourself for your interest in the institution, and for the consideration you have given, and the advice you have offered in connection with some of our troublesome problems.

M. CUMMING,
Principal Nova Scotia Agricultural College.

Truro, N. S., 1st Feb., 1908.

APPENDIX B.

REPORTS OF INSPECTORS OF SCHOOLS.

DIVISION No. 1.—CITY AND COUNTY OF HALIFAX.

GRAHAM CREIGHTON, B. A., *Inspector.*

SIR,—I have the honor to submit the following report for the past school year:—

All the schools in this division in which it was practicable to support teachers, were open during some portion of the past year excepting Peggy's Cove, Terence Bay, Devil's Island, and Lake Loon. Peggy's Cove has made provision to maintain a school during the coming year. The other sections mentioned were unable to secure teachers.

There were 339 teachers employed in the schools of this division; 164 in Halifax City and 175 in Dartmouth and rural Halifax. Nearly one-third of the teachers employed in the rural sections had no previous experience in teaching. There were twelve new teachers engaged in the city schools. All but two were teachers of experience. The total enrolment of pupils was:—

Halifax City	8,440
Dartmouth	1,230
Rural Halifax	5,862
	15,532

The total number of high school pupils was 846.

	IX.	X.	XI.
Halifax City	263	140	126
Rural Halifax	211	78	28
	474	218	154

I am able to report gradual improvement in buildings and equipment from year to year, but there remains much to be done to bring the schoolhouses up to the state of comfort and neatness

which they should possess. A new building was completed at French Village. Head Jeddore has about completed a commodious and well constructed schoolhouse. The buildings at Moser River, Quoddy and Port Dufferin were painted and much improved in appearance. Sheet Harbor Passage and Sibley sections provided new and improved furniture. Much needed sanitary improvements were made in several of the Dartmouth school buildings.

Halifax city can now boast of a number of new school buildings which leave little to be desired in design and equipment. The city will not, however, have done itself full justice until a more modern building on a site removed from the noise and dust of busy streets is provided for the academy. If a new building cannot be provided in the near future, no time should be lost in making needed improvements to the present building.

There is little to be said in regard to the work of the schools which would differ from former reports. Almost every gradation of school is to be found in this division, from very excellent to very poor, and the character of the school varies almost in direct proportion to the variation in the different sections with respect to outward circumstances. It is an easy matter to maintain a good school in a community of enlightened people who find it comparatively easy to make a living; but a very different problem is presented where the struggle for a bare existence leaves little energy or means for the support of a school.

An attempt was made to collect the taxes in New Road section (colored) during the past year by municipal machinery. The attempt proved partially successful, but the conditions in this section are such that a teacher finds it almost impossible to secure comfortable lodging.

I cannot close this short report without making reference to the death of Mr. W. T. Kennedy, Principal of the Halifax Academy. Mr. Kennedy was connected with the city schools for many years, and was known throughout the province as a teacher of rare capability. He was possessed of qualities which endeared him to many of his pupils, who will ever hold him in kindly remembrance.

I have the honor to be,

Your obedient servant,

G. CREIGHTON.

To A. H. MACKAY, ESQ., LL.D.,
Superintendent of Education.

Division No. 2—LUNENBURG AND QUEENS.

H. H. MacIntosh, *Inspector.*

Sir,—I herewith respectfully submit my annual report of the schools of Division No. 2, comprising the counties of Lunenburg and Queens, for the year ended July 31st, 1907.

There are one hundred and ninety-one sections in this division, nine of which had no school. Two hundred and thirty-seven schools were open during the year, and two hundred and forty-seven teachers (including substitutes) were employed.

In the District of Chester, the sections without school were Lewiston, Harriston and Beech Hill. The two former had not sufficient means at their disposal to pay the salaries asked, and the latter was vacant largely through the neglect of the ratepayers. I am pleased to be able to report that Lewiston and Harriston have secured teachers for next term.

Although every effort was made, it was found impossible to provide teachers for Rhyno's, New Elm and Farmville, small sections in Lunenburg and New Dublin. In case of similar conditions next year, the trustees of these sections have already engaged their teachers.

The vacancies in Queens county were Devonshire, Whiteburne and Denmark. Two of these made little effort to have school, and the other could not get a teacher for the part of the term most convenient for the attendance of the pupils. In these sections also, arrangements for school next year have already been made.

The chief cause of their being a few closed schools in this division is the scarcity of teachers and the financial weakness of about a dozen sections. Another reason is that these sections are generally isolated and difficult to reach, and it is almost impossible to get teachers who have good homes to engage such schools, especially where suitable board, convenient to the school, is hard to get. In fact, we may always expect to find a few closed schools. The weak sections have to make considerable effort to raise the teacher's salary and small current expenses, and when any considerable amount is required for repairs, etc., it means that the school must be closed for a part or whole term.

The constant call for teachers during July and August made it necessary to keep a regular teachers' directory. In this was entered

the name and address of every applicant for schools with class of license, experience, and salary wanted, also a memo of all likely available new teachers. In this way, when trustees made known their wants, I could tell at a glance if they could be suited. I found this method a great help, and have been able to supply nearly every demand for a teacher. This could not have been done, however, had we not drawn about twenty-five teachers from outside our own counties.

There were employed during the year, 7 A, 36 B, 101 C, and 103 D teachers. The average number of days employed was 200 out of a possible 208. The number of pupils registered was 9,665, an increase of 196 over last year. The total days attendance was 1,141,899, an increase of 52,347 over last year.

The work of the schools for the past year has many encouraging features in spite of the serious loss caused by a number of the best teachers leaving for the West. Any change in school work over a large district manifests itself very gradually, and a comparison of present conditions with those of the preceding year may show little change; but if the comparison be made with conditions five years ago, the difference is marked. The one thing we need more than anything else is a larger supply of trained teachers for the rural schools. The grade of scholarship matters little if they have been trained to teach. One-third of the present staff have Normal training, but many of these are employed in the graded schools. The trustees of the rural schools appreciate the Normal trained teachers, and are willing to pay more for their services, but they are not to be had. The superiority of the young teacher who has had the advantage of a training even in our best local schools is readily noticeable. They take with them into their schools the influences of the best teachers, adopt their methods, and in nearly every case do most satisfactory work.

We have given a great deal of time and attention trying to have the three R's well taught in the common schools, but considering the large portion of the school time spent on these subjects, we fear that the results are not yet as satisfactory as they should be, especially in reading and writing. This same complaint has been made in previous reports, and it may be that we expect too much, that our standard is too high; but in these subjects the standard should be high. In many schools the work in these subjects is excellent, and some general improvement is manifest from year to year; but there is still too large a percentage of the schools in which the reading and writing is decidedly poor. All the more attention should be given these subjects in the common schools, as they are practically ignored in the high school work. The

fundamental rules of arithmetic are thoroughly well done, in fact, the most satisfactory work of the schools. There is no trouble till the pupil attempts to use the text book. Allow me here to suggest a revision of the present text, so that all hazy and roundabout methods may give place to the shortest and most practical operations.

The Manual Training Schools in Lunenburg and Bridgewater have had another successful year. Mr. Messenger, who has conducted the mechanic science departments so successfully for six years, retires to take up newspaper work, and will be succeeded by Mr. Lyons, of Parrsboro, who comes well recommended.

I am pleased to be able to report that Bridgewater is providing better accommodations for the domestic science classes which remain in charge of Miss Kent.

The standard of school buildings is steadily improving. The two department schoolhouses at First South, Martin's River, Martin's Point and Indian Point were occupied this term and have given excellent satisfaction. At the last meeting of the Chester District Board, the schoolhouse and premises at Chester Basin were condemned and will likely be replaced by a modern four-roomed building. It is not many years since this was an ordinary miscellaneous school. A new schoolhouse is being built at the Forties, New Ross, and when completed will be one of the largest and best rural school buildings in the county. The building at Blue Rocks is being enlarged to accommodate a second department next term. Increasing attendance made it necessary for St. Matthew's and East Chester to enlarge the present buildings. A large number of sections have made less extensive repairs to buildings or in some way improved the school premises. Better seating has been provided in Hebb's Mills, Wileville, Westfield, Wynachts, Lower Cornwall, Middle Cornwall, Blue Rocks and First South.

Arrangements have been completed for the opening of a new school next term in the Leipsigate mining district, and we wish to here acknowledge the great assistance rendered us by the manager, T. W. Moore, Esq., and a number of the miners.

Every settlement in this inspectorate where there is any prospect of a school being supported is now a regularly organized and active school section.

School buildings and premises are better cared for than formerly. A special effort has been made the last two years to have the school rooms kept clean and free from dust. We insist upon

the rooms being washed at least four times a year, swept three times a week, and dusted every day. Many of them are washed and swept more frequently. I find from my notes of inspection that over 80 per cent. are marked satisfactory in point of cleanliness and freedom from dust.

A comparison of the present average salaries of female teachers with those of five years ago shows that the increase is not nearly as great as is generally supposed.

	B.	C.	D.
Lunenburg Co., 1903	$261.20	$213.16	$155.47
Lunenburg Co., 1907	284.02	225.43	165.82
Increase	$ 22.82	$ 12.27	$ 10.35
Queens Co., 1903	$268.94	$205.22	$148.47
Queens Co., 1907	295.50	232.04	167.69
Increase	$ 26.56	$ 26.82	$ 19.22

It will be seen from the above that the increase in salaries for five years has been only about 10 per cent., while the increase in cost of living has been at least three times as great. We must expect to lose our best and most energetic teachers unless better salaries are paid, and that quickly. Eleven teachers left this inspectorate at the close of the term, all to accept better salaries elsewhere.

Nearly 50 per cent. of the rural schools send in nature observations, and I suppose we are justified in assuming that about half the country boys and girls are being brought in touch with nature. So much good has resulted from this practical form of nature work in the schools that it is a great pity it should not be made general. Every school should be an observing station, and can be made so with very little effort. We hope to have a larger number of interested schools next term.

The death of Mr. Nicholas Smith, for so many years principal of Liverpool Academy, was deeply felt by the teachers of Queens county, where he was known to all. Mr. Smith made teaching his life's work, and spent about forty years in the service, having taught in Yarmouth, Shelburne, Liverpool, Milton, Bridgewater, Halifax and Amherst. Even after he retired, his mind was in the school room, and he kept in close touch with everything educational. Mr. Smith was a splendid type of the enthusiastic, successful teacher, and Christian gentleman.

In concluding this report, I wish to acknowledge the valuable assistance rendered and uniform courtesy extended me by trustees, district commissioners and the Education Office.

Your obedient servant,

H. H. MacIntosh.

To A. H. MacKay, Esq., Ll. D.,
Superintendent of Education.

Division No. 3.—YARMOUTH AND SHELBURNE.

C. Stanley Bruce, *Inspector.*

Sir,—Acting upon the advice of my predecessor, James H. Munro, Esq., I spent all the available time I had, from my appointment in March until the end of the year, in paying short visits to as many schools as possible in my division. In that time I was able to visit all but four schools in Yarmouth county, and all but five in Shelburne county. These visits were necessarily short, ranging from twenty minutes in the Yarmouth town schools, to an hour and a half in some of the rural schools; but the general acquaintance I made with the teachers, the pupils, and schoolhouses, as well as the topography of the two counties, far more than repays me for the discomfort incidental to travelling over all kinds of country roads in all kinds of early spring weather.

By moving to and fro on the new H. and S. W. Railway, I was able to surprise most of the schools, and in that way saw things as they are and not as the teachers would have them appear to the inspector. A few teachers were so taken by surprise that they actually apologized for the filthy condition of the floors, and acknowledged that they were not expecting a visit for a few days. It was hard for me to understand how neat, tidy young girls, whose homes are without doubt models of cleanliness, could be content to spend hours and even days in a room where the dirt ground under the feet at every step, and the dust was so thick upon the window sills and sashes, that they looked as if they had never been dusted. I admit that much of my visiting was done when the roads were very muddy; but in section after section the teachers told me that the schoolrooms were swept only twice a week, and I daresay that some of them were ashamed to confess that they received their only sweeping after school closed on Friday afternoon.

Speaking generally, my first impressions were favorable. Some rural schools were bad; but, so far as I could learn from a hurried visit, it was the result not so much of a want of zeal and honesty of purpose, as of a lack of knowing how to do better.

Most of my attention was given to English, mathematics and writing. My impression of the work done in English in many of the schools was not a good one. The reading in the Yarmouth town schools was by far the best that I heard anywhere. Outside of Yarmouth, Shelburne, Barrington, and a few other sections, it was not good, and in many of them was decidedly bad. In several sections in Shelburne county I found the teachers struggling, with only partial success, to break up certain bad habits of reading to which some careless teachers had allowed almost every pupil in those schools to become addicted. The teachers are not wholly to blame for many things we find that are not up to the mark, but they certainly are to blame for bad reading. Many of them do not teach the children, by example, how to read. They simply hear the lesson. In fact, I learned that some teachers were in the habit of solving problems in arithmetic and algebra for advanced pupils, while the younger ones were reading, their only guidance being an occasional "next" or "go on."

The work done in English grammar in many of the rural schools is poor. In some schools I found seventh and eighth grades trying to learn by rote all that the high school text had to tell them about "irregularities in number," "exceptions in gender," and "the various classes of irregular verbs," while the practical analytic and synthetic work was almost entirely neglected. I have received letters from teachers in some of those schools, who either did not know the simplest rules of syntax or were careless enough to allow a letter to leave their hands without reading it over.

The writing in many schools I could call good; but there were a few in which the children were evidently allowed to fill in their copybooks and write their school exercises, without any teaching or even supervision on the part of the teacher.

I found singing in all but a few of the schools. The teachers in some of those schools made the excuse that they could not sing; others had evidently taken advantage of the fact that there was not likely to be much inspection for at least one year. In some schools the singing was devoid of any pretence to "concord of sweet sounds." Noise seemed to be the one thing striven for. I found in some sections a tendency to boast of the number of new pieces that had been learned during the year. As a rule, the teachers who sing well are the ones who have the best singing in their schools; but it is not absolutely necessary that the teacher should be a singer. A good "ear for music," the ability to distinguish between noise and music, and the tact to use to advantage the older boys and girls who can sing,—they can do good work with these.

Only twenty teachers reported the observance of Empire Day; seven from Yarmouth district, seven from Barrington, four from Argyle, and only two from Shelburne. Judging from some of the programs that I received, and from my personal knowledge of the teachers, the exercises must have been of a very interesting nature.

Although so many sections are sorely in need of an Arbor Day observance, there were only fifteen reports received,—seven from Yarmouth district, four from Argyle, four from Barrington, and none at all from Shelburne. More than half the number spent the day in cleaning-up the grounds and scrubbing the schoolroom, which, though not strictly speaking an Arbor Day celebration, is infinitely better than nothing.

I was agreeably surprised to find the returns so accurately made out. I was obliged to write to a few secretaries for information that had been omitted from the returns, but the actual "sins of commission" were very few. This speaks well for the training the teachers have received under the direction of my predecessor, Mr. Munro, to whose unflagging zeal and intense energy is due much that is excellent in the condition of the schools of this division.

In closing this brief first report, allow me to thank you for many courtesies and much forbearance shown during the "breaking-in" period.

I have the honor to be,

Your obedient servant,

C. STANLEY BRUCE.

A. H. MACKAY, ESQ., LL.D.,
Superintendent of Education.

ACADIAN SCHOOLS—YARMOUTH AND DIGBY.

REV. J. J. SULLIVAN, *Special Visitor.*

SIR,—I herewith respectfully submit my annual report of French Schools in Divisions Nos. 3 and 4 for the year ended 31st July, 1907:—

Generally speaking, the work has been satisfactory. Many improvements, repeatedly recommended, regarding both the external and internal economy of several schools have been made, and it is gratifying to be able to report that in many places parents seem to be awakening to a sense of their responsibility regarding the education of their children. Much remains, however, to be done along this

line, and more influence should be brought to bear upon certain fathers and mothers who, for little or no reason, deprive their offspring of a good education.

In some sections, I find that close attention is given to those who are in a position to give their children a higher education. Whilst this is quite legitimate and praiseworthy, a little divided attention to primary education would not be amiss. Children throughout this Province can get as much benefit from the primaries in our public schools as they can in private institutions. The ground work, in any case, is the same, and when thoroughly done is not affected by the nomen private or public.

The false doctrine recommending the abandoning of our public schools at a very early age to enter institutions of higher education, is doing much harm by inspiring our youth with false notions regarding the value of a good public school education, for it has a tendency to create a pernicious sensitiveness, which results in many leaving our schools and study altogether, because their "chums" are leaving to go to college.

It would be much better for our colleges and institutions of higher education, if our public school system were put more to the test. The most perfect system of education, and the best methods of teaching, are of no value if they are to be applied to empty desks.

Parents should teach their children self control and obedience, and to do this can adopt no better means than that afforded by sending them to school regularly every day. Very few children prefer going to school to staying at home, and leading a life of unrestraint and self-indulgence.

This natural indifference to the acquisition of an education can only be overcome by the firm determination of parents to keep their children to school until they learn something.

At present, in many sections, there seems to be an unwritten law that no boy shall attend school beyond the age of twelve years.

School Buildings:—All along the line improvements are being made in this important matter, and in a short time, no doubt, all through this district nothing but up-to-date schoolhouses will be erected.

Apparatus:—In many places, I am obliged to report, little or no apparatus is to be found. There is no section unable to supply all that the regulations of the C. P. I. demand, and if anything is lack-

ing, the trustees alone are responsible. Year after year money is voted at the annual meeting for improvements, but the improvements are not considered necessary by trustees, and as a consequence, the ratepayers are not called upon for the amount set aside for contingencies.

The modern desk is forcing itself gradually into our class rooms, and no doubt the old-timers will soon be used for kindling.

Notwithstanding the almost universal apathy of trustees, our teachers, confronting much opposition and indifference, effect wonderful changes in many places, and are to be commended for their devotedness and conscientious fidelity to duty. Away from home, and often enjoying few of the ordinary comforts of life, they seem to be thoroughly happy in watching and directing the early development of the child mind, as it absorbs the little light its tender intellectual powers are capable of.

School Hours:—In many sections teachers are handicapped in their work in miscellaneous schools, by being obliged to keep the smallest scholars in class until the whole school is dismissed. This regime is hurtful to the youngest children, and impedes the more advanced scholars from making that progress which more time devoted to their efforts by their teacher would insure. Some folks seem to think that the longer the hours for these little tots, the more they will learn. Experience, however, teaches the contrary.

Many sections through this district are just so many autocracies, presided over by rulers unable to advise, but possessing unlimited power to command. Under such circumstances difficulties frequently arise between teacher and trustees, and generally end by the former humbly complying with the wishes of the latter. Teachers should, and do, pay the honorable body of trustees all the respect due to them, but regarding subjects to be taught, and the manner of teaching them, I think the best thing a teacher can do is to follow the regulations of the Council of Public Instruction. For instance: Calisthenics is a very unpopular exercise, and considered useless by parents who do not grasp its importance. Perhaps, if it were only known as physical drill, it would be more popular, for there is no doubt that parents would soon notice the good effect of a quarter of an hour's good hard drill, in the open air, upon their children. As a natural consequence of this parental objection to calisthenics, it is most needed where it is neglected.

Object Lessons:—This is another item receiving little or no attention. It, too, is unpopular in the public mind. Owing to the perfunctory manner in which this subject is treated in some schools,

it appeals to parents as a loss of time, and in reality it is. Drop the term object lesson, and apply to it its proper nomenclature, "useful knowledge," and handle it scientifically, and it will soon become popular with both parents and children. Certainly the art of imparting useful knowledge to the young mind implies much care and study on the part of a diligent teacher. All knowledge should be dished out to children not to be stored up in their little brain cells, but to be useful.

Drawing:—The natural gift of the Acadian pupil for designing and reproducing is marvelous. Their drawing books are neat, clean, and a credit to themselves and teachers. In the advanced department of Eelbrook I discovered a real caricaturist. I noticed a little excitement amongst a few boys whose attention was given to a certain slate, which was being passed around. It fell into my hands, and the caricature proved to be one of myself. The boy who did it is quite a genius, and most original in his replies in class. Fortunately for him he is in the hands of a teacher who appreciates his natural ability.

Writing:—During the past year much progress has been made in this art. Many suggestions previously made have been adopted with good results. Much more will be accomplished by strict attention to the few rules laid down.

Reading:—The old-time rapid, unintelligible, monotone method of articulating words, is replaced by a conversational, musical manner so essential to interesting and good reading. In every school the advanced pupils are able to give a good translation of their lessons from French to English, and vice versa. This in itself evidences improvement, for only a few years ago such a task was beyond attempt in the majority of classes.

Teachers and pupils are still looking forward to the introduction of the new French books which are very much needed.

Dictation:—This subject is not being taught as it should be. Many teachers supplement it by obliging pupils to copy from their readers. This is not dictation, and is no test of the scholars' ability to spell.

History:—Although making every effort to interest their pupils in this subject, teachers report that they find very little progress and seem discouraged at their unsuccessful attempts. It is not that the French pupil has less knowledge of history than the English pupil, but it is that almost universal dislike for the subject amongst them that is very evident, and so disheartening to teachers. The French pupil seems to regard the knowledge of things of the past of

very little importance. He does not understand or does not suppose for a moment that there is a philosophy of history which links together his life with that of those of the past, as it is destined to be embodied directly or indirectly in history yet unwritten. History to him looms up as Dame Knowledge, austere, cadaverous, unapproachable, hard to get acquainted with; but when once known is a good, kindly old soul and enjoyable companion.

Perhaps if teachers dwelt more upon the history of our own times the interest of the pupils would be more active regarding the story of the peoples of the past.

Literature:—We have little or none even in our most advanced classes. Not only have we no literature, we have very weak attempts at anything approaching it. A little talk twice a week upon the standard authors and their works, would suffice as a ground work for the industrious student to construct his literary knowledge.

Composition:—It is hard to solve the difficulty regarding the teaching of this subject in our public schools. Why it plays such an inferior part in the harmony of our public school system of education is a practical question, for good composition is absolutely necessary in the social and commercial world of to-day. Notwithstanding its vital importance, this branch is the one in which the pupils in Acadian centres are the most deficient. With their naturally good memories, and by no means sterile imagination, there is no reason to suppose that with practice these children could not paint as good a word picture as they can to-day, with pencil and paper, faithfully reproduce anything in sight. The teacher should suggest the subject, and throw out a few ideas as a groundwork for home composition at least once a week. The old saying, "practice makes perfect," is not more applicable to any subject than to composition. We must realize that it is most difficult to truthfully set down one's ideas. We know from experience that in moments of uninterrupted silence we paint most beautiful word pictures, and lament we have no pencil or paper to astound the literary world with our reproductions. And we know, also, that when we secure pencil and paper, we cannot find our ideas. These facts should inspire the teacher with great sympathy for the beginner at composition, and force him to render his pupil every assistance in his efforts.

Of all the schools I visited, none gave me so much pleasure as that of Morris Island. Here dwell a few honest, industrious families, apart as it were from the rest of a busy, noisy world. The whole appearance of that beautiful isle on that bright June day, as our able crew of two brought our boat to anchor in its bay, presented a picture of rare peace and happiness. The houses are neat, quite up-to-date, and indicative of industry and prosperity. On that

afternoon the restful quietness of the place was only accentuated by the soft tinkling of bells as the useful, well-bred kine moved lazily about in their pastures. The school building is neat and airy, and a credit to its ratepayers. There were thirty-four pupils registered, and the day on which I visited the school, accompanied by Rev. E. Hamelin, to whose parish the island belongs, there were thirty-four children present, looking as happy, clean and bright as one could wish. This so much the more to their credit, as we were not expected on that day. The attendance during the year was better than that of any school in these two counties. The daily average was 31, with a daily percentage of 95.5. The work done was very satisfactory, and the children seemed proud of their successful efforts.

The excellent work done in this school, as well as in the others in his parish, is due, in a great measure to the care and interest taken in education by the Rev. E. Hamelin, who presented twelve gold medals, two to each class; one for best attendance, the other for general proficiency.

Too much cannot be said of this practical manner of encouraging children to attend school, and to be ambitious and diligent.

I have the honor to be,

Your obedient servant,

J. J. SULLIVAN.

To A. H. MACKAY, ESQ., LL. D.,
Superintendent of Education.

DIVISION NO. 4.—DIGBY AND ANNAPOLIS.

L. S. MORSE, M. A., *Inspector.*

SIR,—I beg leave to submit the following report on the public schools of Inspectorial Division No. 4, for the year ended July 31st, 1907.

The two new sections (Beaconsfield and Crossburn) in Annapolis county, created in May, 1906, promptly erected neat and creditable schoolhouses, and maintained schools during a portion of the year. Crossburn opened its school on September 20th, and had a registered attendance of 38 at the close of the year, with a daily average of 29.3. Beaconsfield opened its school on January 7th, and had a registered attendance of 29 at the close of the year, with an average daily attendance of 18.3. The comparatively large attendance at these new schools did not materially affect the attendance at the two schools maintained in the original sections

by a division of which these new sections were formed—a fact which, I think, conclusively proves the good judgment of the Boards of Commissioners in forming them.

Another new section was formed by the Board of School Commissioners for Annapolis East, at a special meeting called for the purpose on October 12th, 1906, at the village of Hastings, near Springfield, and which received the sanction of the Council of Public Instruction on February 13th, 1907. The village of Hastings is the headquarters of the milling operations of the Davison Lumber Company, and was so named in honor of Mr. Hastings, the president of that company. At this writing I am not in a position to state what progress has been made in the organization of the section, and the erection of a school house, as I have not been in that vicinity since October last. There should be a large school at that place.

There appeared to be a scarcity of licensed teachers at the beginning of the year. Several schools remained closed for a time on that account. The greater number of these were taken by D provisional teachers at the middle of September. Before the close of the year most schools were in operation. Seven sections only were without schools during the year, which was one less than during the previous year. Of these sections one was not organized and prepared for school, two had no pupils to attend, three did not want schools, and one could not find a teacher. If we exclude the new section of Hastings, which was not prepared for school, and which is one of the sections before referred to as being without schools, there were probably not more than twenty-five pupils of school age without school privileges in their home sections, and a few of these attended school some of the time in an adjoining section.

The exodus of our higher class teachers to the United States, or to the Canadian North West still continues. In consequence of this an undue proportion of our rural schools must be supplied with inexperienced teachers. This undoubtedly is to some extent detrimental to the cause of education, particularly in the rural sections. Towns and villages usually select experienced high class teachers, thus compelling new and untried teachers to begin their work in the country schools. A large majority of the teachers who begin the work of teaching for the first time, are young and inexperienced, and the results of their work, while in most cases as good as could reasonably be expected, are less satisfactory than those consequent upon the labors of teachers of more mature years and experience.

Two hundred and forty schools were in session in this Inspectorial Division during the whole, or some portion of the year, in teaching which two hundred and sixty-six teachers and substitute teachers were employed. This was seven more than were in session during the preceding year. This number has probably never been exceeded in any year in the history of this division. A few of these schools were in session less than the full year for unavoidable reasons. One hundred and one schools were in session during the full term—seventy-one were in session for two hundred or more days, but less than the full term; and the remainder were in session for shorter periods. The average number of days all schools were in session was 193.2, being 14.8 days short of the full term.

No marked improvement in the condition of the schools over previous years can be reported. A gradual improvement has been made since the inception of the present school system, resulting chiefly from the more advanced scholarship of the teachers. During the year many of the schools were in an efficient condition, some were fairly good, and a comparatively few could be classed as poor. This classification is also the classification of the teachers, for the teacher makes the school. Of the teachers employed, one hundred and twenty had received Normal training, eighty-seven had had more or less previous experience but no Normal training, and fifty-nine were teaching their first schools. Considering the youthfulness and inexperience of many of these new teachers, it is gratifying to be able to report good work being done by most of them.

Twelve school gardens were reported in this division this year—nine in Annapolis county and three in Digby county. The number reported last year was seven for Annapolis county and seven for Digby county. The garden in connection with the Consolidated School at Middleton was much larger and better than any other garden reported. The one at Digby was second, and that at Carleton was third in order of size and excellence. The others, while serving a useful purpose, were small. The cold, backward spring militated against these gardens this year.

The number of teachers who recorded nature observations was less than on previous years. As this work is optional on the part of teachers, it may have been considered of less importance on that account. The amount of work required to be undertaken during school hours taxes the efforts of conscientious teachers to the utmost, and on that account some may have been constrained to omit anything that is not compulsory. A comparatively short time spent on this subject during school hours will enable pupils to do much of this work out of school, and it should prove a source of pleasure and profit to them. The exercise of the powers of

observation on the part of pupils should be encouraged as much as possible along lines which will prove of educational value to them. A close observation of the operations of nature should prove highly interesting and instructive.

The Macdonald Consolidated School at Middleton was efficiently conducted during the year, but on a smaller scale than during the three preceding years. Four of the sections which formed part of the original consolidation, and which were situated farthest from the central schoolhouse, went off at the close of the last school year and maintained schools within their own borders. The consolidation as now existing consists of Middleton and the three contiguous sections of Brooklyn East, Wilmot and Nictaux. To accommodate the pupils now attending, four common school and two high school departments are required. These were taught by experienced class B teachers, with Mr. George B. McGill as principal. In addition to the common and high school departments referred to, departments of mechanic and domestic science were also maintained and efficiently taught by Mr. Reginald W. Bent and Miss Elsie N. Hockin respectively. As the services of these two teachers were required for part of each day only in their special departments, they in addition taught the preparatory department of the common schools, one of them taking charge during the morning session and the other during the afternoon session.

At Annapolis Royal a mechanic science department was in operation during the year in connection with the county academy at that place. Mr. A. Boyd Crowe did efficient work therein, and in addition acted as an assistant to Dr. Magee, the principal of the academy during the first half of the year.

Arbor Day and Empire Day were appropriately observed in many of the schools of this division, although a comparatively few teachers sent in written reports of their exercises on those days.

County Academies were in successful operation at Annapolis Royal and at Digby, under Principals Magee and Morton respectively. At Annapolis Royal, the attendance of high school pupils was sufficiently large to warrant the employment of a second Class A teacher during the second half year, which position was efficiently filled by Miss Mabel E. Bishop. At Digby, the attendance of high school pupils was but a little more than sufficient to justify the employment of one teacher. A very large majority of the pupils of the town of Digby and of the adjoining sections, which should be feeders of the academy, leave school before reaching the high school grades—a fact which accounts for the comparatively small attendance at the Digby Academy.

The graded schools at Middleton, at Bridgetown, and at Bear River, were as large and as efficient as those in the shire towns where the county academies are located. Several others were comparatively close seconds, although having fewer departments.

All the French sections of this division maintained schools during the whole or the greater part of the year. The general efficiency of these schools is gradually improving year by year as the result of more advanced scholarship and better training received by the teachers. Pupils and teachers are impeded in their work to some extent by the use of both languages. The English text books are not clearly understood by some of the pupils, and must be explained in French to many of the younger ones. The progress made in these schools is, however, as rapid as can reasonably be expected under the circumstances. As the special visitor will report on these schools, it will not be necessary for me to say anything further in this connection.

Having been ordered by my physician about the first of June to desist from travel in consequence of threatened illness of a serious character, I was unable to visit all the schools in this division. The schools in Granville Centre, Belle Isle, Gesner and Chesley sections were not visited on that account. These were being taught by efficient teachers. The schools in West Inglesville, Inglewood and Greywood sections were not inspected in consequence of having been closed for the year previous to my tour of inspection in their vicinity. A few other schools, however, received a second visit, and some others, where changes of teachers had been made, would have been visited again but for the reason before mentioned.

The provincial examinations of high school pupils this year were taken in this Division by about the usual number of candidates.

The statistical tables, carefully compiled from the annual returns and containing the essence of those returns, have been forwarded to your office for publication in your annual report. It does not seem necessary to comment upon the information therein contained further than has been done in this report.

The table of statistics and this short report are hereby respectfully submitted for your consideration.

I have the honor to be, sir,

Your obedient servant,

L. S. MORSE.

To A. H. MACKAY, ESQ., LL.D.,
Superintendent of Education.

Division No. 5.—KINGS AND HANTS.

C. W. Roscoe, M. A., *Inspector.*

Sir,—I have the honor to submit the following report of the schools of Inspectorial Division No. 5, for the year ended July, 1907.

All the sections, except four, had school for some portion of the year. One of these, Georgefield, in East Hants, had no reasonable excuse for not having school. The others have no schoolhouses. They will be pressed into line if possible during the next term.

The schools have done as good work as was expected under the circumstance of losing many teachers to the "Northwest," and having more than the usual number of new and inexperienced ones in the home schools.

The following tables will show the schools and teachers as I wish to report them :—

Schools.

COUNTY.	No. Schools.	No. Teachers.	No. Pupils.	Attendance.
Hants	126	136	4493	494372
Kings	129	139	4840	497166
Total 1907	255	275	9333	991538
" 1906	254	281	9434	1074241
Increase	1	.....	.....	.....
Decrease	.....	6	101	82703

Teachers.

COUNTY.	A	B	C	D	D Prov.	Male.	Female.	Total.
Kings	5	46	55	28	5	10	129	139
Hants	3	29	61	27	6	4	132	136
Total 1907	8	75	116	65	11	14	261	275
" 1906	8	67	126	70	10	20	261	281
Increase	....	8	....	....	1	....	.....	.....
Decrease	....	....	10	5	....	6	.....	6

The following facts may also be stated as showing further the condition of the schools:—(1) The number of teachers holding Normal School diplomas, 121; (2) the number of schools open for 200 days, 194; (3) the number of schools open for full term, 98; (4) there were 56 new teachers employed, and 75 in the same section as last year.

I am of opinion that it would tend much to improvement if teachers would continue longer in the same section, and both teachers and trustees would aim to make engagements as permanent as possible. Teachers cannot do their best work the first term in any school. The small salary paid induces teachers to seek elsewhere for an increase. Often trustees do not give timely aid in governing the school, and the impression is given that the teacher lacks the power to govern. The trustees can often change this impression by simply doing their duty at the right time and in the right way. Trustees should determine to make the efforts of their teachers successful. The disproportionate number of males to females is to be noted and regretted. Few male teachers plan to teach for a long period because they cannot secure permanent and fairly remunerative situations. But they are needed in at least one-half of the schools.

The county academies and other graded schools have, in the main, had a year's successful work. There is a growing tendency to patronize these when the distance does not prevent it. Some miscellaneous schools are much weakened by having all the grades from I to XI inclusive. There seems but the plan of consolidating to remedy this, and poor sections cannot afford the expense. I am pleased to be able to report more graded schools than heretofore, and two or three are arranging to grade for next term.

Kentville Academy has had Mr. Ernest Fairweather, Miss Winifred Webster and Miss Bertha Oxner, as its staff of teachers. These have maintained a good standard of work and the school has increased in popularity. The academy is attracting pupils from outside sections. The five common school departments connected with the school, are doing a good work in preparation for the high school work when they shall have completed the eight grades of their course. Another department is needed and must be provided, between the primary and the next department above.

Windsor Academy, under Mr. J. Arnold Smith as principal, and Miss Antoinette Forbes as second teacher, two teachers who have labored for several years with marked success, has had the usual prosperity. One feature of the school, which might well be imitated by other schools, is that the teachers are retained for

several years. It is the policy of the board to hold teachers so long as their work shall prove satisfactory. There are now thirteen departments in Windsor, including the common school grades.

I think this and similar schools are under great obligation to their teachers, who have trained and taught so many of the leading citizens of the towns. Do they not owe it to the teachers to originate a pension fund to provide for them, to some extent, when they shall retire from the active work of teaching? Another department is much needed here.

Hantsport, with its staff of five teachers, with Mr. W. J. Shields as principal, is still in the first rank and doing progressive work.

Wolfville is a six department school and needs a seventh. Mr. Ford, the principal, and Miss Kaulback, second teacher, are college graduates. The school is up-to-date in all its appointments. The character of the work done in this school is quite equal to that of any other school in the two counties. Miss Kaulback has received the superior grant. The board has provided a library during the year. To this, Mayor Black and others have made generous donations.

Canning had Mr. C. Leonard Gesner as principal. This school is growing in importance and interest. A fourth department will be added next year.

Berwick, with our long tried and successful principal, has has enjoyed another successful year. Three teachers are employed in this school.

Brookville has also three departments and a good school has been in operation.

The other graded schools had two departments each. These were: Weston, Somerset, S. Berwick, Waterville, Woodville, Lakeville, Sheffield Mills, Upper Canard, Lower Canard, Port Williams, and Gaspereau in Kings county; and Three Mile Plain, Falmouth, Avondale, Brooklyn, Summerville, Cheverie, St. Croix, Walton, Noel, Upper Selma, Maitland, Shubenacadie, Elmsdale, and Enfield in Hants county. Eighty-four teachers were employed in graded schools. Avondale and Enfield were added to the list during the year. These have done much better work than the ungraded schools. Ellershouse and Lower Gaspereau plan to grade and have two separate departments in each, next year. They have had assistants and classrooms, but conclude their present plan will be preferable.

The miscellaneous still form the bulk of the schools, and the important problem is how to strengthen them so as to secure the best service. They range from the little school of six pupils to the large one of seventy-five. Sometimes all the grades, from I to XI inclusive, are found in the same school. The tactful teacher combines grades and does more than can reasonably be expected of her. The inexperienced sometimes make sorry work in some of these schools. The best teachers are needed in such schools; but it is difficult to persuade trustees to pay for such as would do the best kind of work in such difficult schools. Beginners must practice on somebody and so take a small stipend and begin in some hard school and fail from lack of experience.

The Board of School Commissioners for Kings voted money from the School Land Fund of Cornwallis, under their control, and built a good schoolhouse for the colored people of the Pine Woods, and they have had a school for most of the term.

Dalhousie, Kennetcook Dyke, and New Minas sections have built very good schoolhouses in place of the ones condemmed by the school commissioners, and Canaan has built a house to replace the one lost by fire. Chipman Brook and Lockhartville sections had their schoolhouses burned during the term. They are preparing to rebuild. Millville and Forks have enlarged, repaired and painted their schoolhouses.. The former has provided a classroom. N. and S. Scott's Bay and Black River have repaired, painted and reseated their schoolhouses. All these are valuable improvements and indicate progress.

The trustees of many schools are spending time to enquire where they may get the best teachers, and having got this information early in the term, offer liberal salaries to secure them. I have been much pleased with the interest taken by trustees in this regard. It indicates the road to sure progress.

In respectfully submitting this brief report for your consideration, I wish to record my appreciation of the very courteous treatment I have always received from you and the staff in your office.

I have the honor to remain, sir,

Your obedient servant,

COLIN W. ROSCOE.

TO A. H. MACKAY, ESQ., LL.D.,
Superintendent of Education.

DIVISION No. 6.—ANTIGONISH AND GUYSBORO.

A. G. MACDONALD, M. A., *Inspector.*

SIR,—I have the honour to submit the following report on the schools and educational conditions of Division No. 6, comprising the counties of Antigonish and Guysboro, during the school year ended July, 1907.

The Antigonish Board of School Commissioners, at its annual meeting in May last, gave much time and attention to proposals respecting the union of certain sections, which had been submitted at previous meetings, but which were not definitely disposed of, because they deemed additional information necessary before doing so.

The first case taken up at the meeting was that of the two adjoining sections of Briley Brook. One of these sections has been without school for several years, and the other has had school but intermittently for a long period. Fewness of pupils was the chief cause of this educational torpor. In both sections the school houses are old and outworn. The Board, after a full consideration of all the representations made for and against their union, resolved unanimously to join them into one section, which is to be known as Briley Brook, No. 56. To make the new section more compact a few ratepayers were transferred from it to Clydesdale section.

The second case was that of the adjoining sections of Morven and Mayfield, situated on the Keppoch Mountain range. Smallness of assessed valuation and fewness of pupils combined to close down the schools in these sections for several years past. The wish of a large number of the ratepayers of both sections, as expressed in a petition favoring the union of the sections, concurred with the judgment of the Board in the matter. The sections were accordingly united, the newly formed section to be designated as Morven, No. 54. Without any unnecessary loss of time the ratepayers of the section thus formed went manfully to work and, within a few months, had a neat school house erected on a suitable site, with a view to opening a school at the beginning of the next school year, August, 1907.

The third case to occupy the attention of the Board was that of Middleton section, situated midway on the range of elevated hills between Lochaber Lake and Copperlake. This section was always a weak one, but till within a few years it generally supported a small school. During recent years, however, the number of pupils did not exceed a half dozen or so, and the old school house fell into utter decay. By order of the Board I held meetings in both sections, with a view to getting Middleton consolidated with North Lochaber. The former warmly welcomed the proposition, but the latter, for reasons

that were not, to say the least, in the best interests of education, would not hear to it. As the only remaining alternative, Middleton, with the expressed consent of both sections, was joined to Copperlake, the united section to be known hereafter as Copperlake, No. 72.

The action of the Board in these three several cases being ratified by the C. P. I. on June 7th, 1907, thus reduces the number of sections in the county by three, and the number of schoolless ones, for several consecutive years, by four.

The Guysboro Board, at its annual meeting, dealt once more, and I trust finally, with a territory situated on the northern side of Guysboro River (so-called)—a territory having a corporate existence as a section on the records of the District, but no school for about a quarter of a century. Nor was the unenviable pre-eminence acquired by this skeleton section caused by the non-existence of children to be educated—the case was far otherwise; but such parents as were anxious to have a school for their children were always over-ruled by obdurate opposition on the part of some, and by utter indifference to education on the part of others.

Two years ago the Board divided this territory into two parts annexing one part to South Intervale section and the other part to Boylston. This arrangement did not suit a very considerable portion of the ratepayers, particularly those in the neighborhood of the division line, on the ground that the schools to which they were, respectively, annexed were too remote. As a consequence, a numerously signed petition was addressed to the Board last June, praying for the reconstitution of the section as it formerly stood, and promising immediate movement, educationally, to redeem the past. The Board granted the prayer of the petition, recasting, however, the eastern boundary of the section. I am in hopes that there is now an end to the abnormal conditions which have, hitherto, given this section such a unique and unedifying record.

A school difficulty that has been pressing for solution for a few years has existed at the Richardson Gold Mines, or Goldbrook. This extensive mining camp has assumed the proportions of a fairly-sized village. The children of the miners had about two miles to travel to the fine graded school at Goldboro, formerly known as East Isaac's Harbor. As the most of the Goldbrook children are very young, and as the road to Goldboro passes over an exposed and barren country, the great majority of the children, as a matter of fact, did not attend the Goldboro school at all.

The manager of the mines, Mr. Badger, and the operatives, sent a numerously signed petition to the Guysboro Board, at its annual meeting in June 1906, praying for the formation of a new section, and for separation from Goldboro section. The petition was opposed

by representatives from Goldboro, and the Board, for reasons that were entirely valid, refused to grant the prayer of the petition.

When visiting Goldboro schools in the fall I took occasion to visit Goldbrook to discuss the school difficulty with Mr. Badger. It was, as a tentative proposition, arranged between us that if the Richardson company would erect and equip a suitable school house on their grounds that I would endeavor to get the trustees of Goldboro section to furnish a competent teacher.

On the representations of Mr. Badger, the company, in the interests of their employees, and with a view to securing greater stability in the labor required at the mines, expressed their willingness to carry out their part of the proposed arrangement, and the trustees of Goldboro, on my presenting the case to them, with equal willingness, and with their characteristic public spirit, gave their adhesion at once to the scheme.

As I write this, Goldbrook has an excellent school, with fifty pupils registered and with an average daily attendance of thirty-nine. These children, as they advance in age and scholarship, will be graded into Goldboro school.

At the meeting of the Board for the District of St. Mary, held June 12th, routine business only was transacted.

In Antigonish county the total number of pupils enrolled during the year was 2672, being 87 in excess of the preceding year; and in Guysboro county 3533, being 182 in defect of the preceding one. The shrinkage in the latter is undoubtedly, in a large measure, at least, due to the movement in population caused by the unusual inactivity that prevailed in the mining districts during the year.

In both counties there was a diminution in the "grand total days attendance." The almost universal prevalence of whooping cough among the school-going population of both counties, and an outbreak of smallpox in different parts of Guysboro county, would inevitably result in indifferent school attendance.

The sections of Cape George Point, Rear Springfield and Blackavon, in Antigonish county, reported last year as without school, have, during the year, placed themselves in line with the active schools of the county, thus making the number of inactive sections during the year sixteen as compared to nineteen the year preceding.

In Guysboro county the following four sections—"Colored," Old Salmon River Road, Upper Big Tracadie and North Branch re-opened school during the year, while the following six sections passed from the active to the inactive class, viz., Port Shoreham, Lakedale, Sandy

Cove, Forest Hill, Indian Harbor Lake and Union. Except in the case of Port Shoreham, which was engaged in building a new school house to replace the one destroyed by fire, and of Forest Hill, which was closed on account of temporary suspension of the gold mining operations of the District, all the others were closed because they could not get a teacher for the salaries offered. On the whole there were fifteen sections without school, as compared with thirteen the previous year,

In another report you will find a complete list of the schoolless sections in both counties, with such detailed information as your department requires.

Of the total number of teachers employed, nearly eighty-three per cent. were of the "C" and "D" classes, including those holding a provisional "D." As may be seen from the subjoined tabulated salaries of these two classes for the past seven years, the tendency is in the right direction, although it must be admitted that it is not keeping pace with either the advance in wages of other classes of the country's employees, or with the enhanced cost of living:

	C. Male.	C. Female.	D. Male.	D. Female.
1901—	$233 7	$220.90	$168.30	$156.52
1902—	224.00	212.40	165.04	165.50
1903—	233.68	209.05	178.15	163.32
1904—	247.57	229.83	173.71	183.40
1905—	254.35	229.56	184.49	174.29
1906—	244.44	231.06	195.84	172.91
1907—	258.23	224.78	194.88	174.17

It is quite true that many of this eighty-three per cent. of our teachers do good work, but it is also true that a great number, from natural inaptitude or lack of training, or both, do not properly realize that their true mission is not merely to hear lessons from books, nor to repress the natural activities of children, but rather to encourage, stimulate and guide, under wise and sensible direction, the exercise of these activities. In the case of those who have not had Normal School training, it is quite certain that the teachers who have attended the Normal Institutes, held in these eastern counties, have improved, in a marked manner, in their methods of teaching, and in their understanding of the relations that should subsist between the teacher and the taught. They have learned the important lesson, by ocular proof, that the methods followed in the schools in which they themselves were taught are not, necessarily, the best, and that the study of Pedagogy is not a worthless one.

I am personally thankful, and I know of other inspectors who share in my feelings of gratitude, for the timely and well-considered regulations published in the Journals of Education for April and

October 1907, with which the Council of Public Instruction has implemented the Act relating to consolidated schools. Without such regulations the purpose of the Act would be practically frustrated.

The Act contemplated providing good schools and school houses, at minimum cost to the ratepayers, for children who had either no school at all to go to, or very weak and inferior schools. And by placing a good school within two miles of such children, or by placing the children within two miles of such a school, the laudable object of the Act is accomplished.

I may here state that the Board of School Commissioners for Antigonish county foresaw the necessity of, at least, one of these published regulations, and endeavored to provide a remedy by passing the following order *two* years ago:

Resolved, That in consolidated sections children of school-going age be conveyed by some suitable vehicle from the gate at the main road running by their homes to a point within two miles of the school house in the morning, and be conveyed back in the afternoon from the said point to their place of setting out.

And further resolved, That the school-going age in this order be held to mean from seven to fourteen years, both inclusive.

I have the honour to be, Sir,

Your obedient servant,

A. G. MACDONALD.

To A. H. MACKAY, ESQ., LL. D.,
Superintendent of Education.

DIVISION NO. 7.—SOUTH INVERNESS AND RICHMOND.

M. J .T. MACNEIL, B. A., *Inspector.*

SIR,—I beg leave to submit the following report on educational conditions in this Division for the term ended July 31, 1907.

By the unions reported last year, the number of listed sections in the District of South Inverness was reduced from 76 to 74. Of this number 51 had schools in operation some part of the term, leaving 23 vacant as compared with 18 the previous year. There were, however, schools in operation during some part of the term, of which no return was made, in both the component parts of the united Mabou Harbor section, the people in which refused to recognize and consummate the union. This makes the actual number of sections in the district without schools 3 more than the previous year.

In the district of Richmond, the listed number of sections is 69, though in reality only 58 should be counted. No. 51, Loch Lomond North, has been so many years without school that it ought, if practicable, to be partitioned among the neighboring sections. There was school in 63 sections some part of the term, leaving 6 closed,—the same number as the previous year. With the sole exception of No. 51, just referred to, none of these was without school more than one year in succession.

In South Inverness, there were enrolled at school during the term 2020 pupils as compared with 2215 the previous year,—a decrease of 195. This would give an enrolment of 39 pupils each to the five extra vacant schools, which is probably a good many more than these sections represent, which goes to show that the total enrolment in the working schools was not up to that of the previous year. There is also a falling off in the average daily attendance from 1127.7 to 1003.3, which can be accounted for partly by the severity of last winter, and partly by the short time some of the schools were in operation. As many as 18 schools only opened their doors between the first week in September and the last of October, while 4 opened only in the second half of the term. The cause assigned in every case was the impossibility of securing a teacher earlier.

In Richmond, the total enrolment was 2712 as compared with 2630 the previous term—an increase of 82, or a little more than one each for the 73 schools in operation. In spite, however, of the increased enrolment, the "Average Daily Present" shows a decline of 19,—from 1435.1 to 1416.1.

For convenient comparison I here tabulate a few of the principal items.

SOUTH INVERNESS.

	Pupils enrolled.	Boys.	Girls.	Grand Total Attendance.	Average daily present.	Per cent of an enrol't.
1907	2020	1064	956	184.895	1003.3	49.6
1906	2215	1154	1061	215,254	1127.7	50 9
Decrease	195	90	105	30,649	124.4	1.3

RICHMOND.

1907	2712	1422	1290	261,797	1416.1	52.2
1906	2630	1374	1256	292,330	1435.1	54.5
Increase	82	48	34	.....	.....	.....
Decrease	.....	.....	...	30,533	19.0	2.3

The following table shows the amount of money voted by the sections for school purposes:

SOUTH INVERNESS.

	Total amount voted.	For building, etc.
1907	$10981 00	$1770 00
1906	9994 00	1734 00
Increase	$987 00	$36 00

RICHMOND.

1907	$11300 00	$1153 00
1906	10139 00	1027 00
Increase	$1161 00	$126 00

The above increases are, however, more apparent than real, as representing the actual expenditure, as the amounts for the current year include the sums voted by the sections sending in reports of their annual meetings, though having no schools, as well as those having schools in operation; while such votes were not included in last year's figures—only such sums as were found in the school returns having been taken into account,—I have some doubt as to which of the two sets of figures is the more valuable for statistical purposes; for while the former gives more complete data, it is doubtful whether many of the amounts voted in sections remaining without school ever are collected.

The above amounts, after deducting the portions for "building and repairs," are supposed to provide for fuel and all other ordinary and incidental expenses, in addition to supplementing the Municipal Fund in paying the teachers' salaries. The average per school thus provided is—for South Inverness, $126.17, and for Richmond, $130.00. If the amounts deducted for fuel and other expenses could be arrived at, it would be seen that the average left for the teachers would be pretty small.

There is no very material difference to note in the comparison of salaries of teachers in the common schools with those of the previous year, as will be seen by the subjoined table:

SOUTH INVERNESS.

	Male.			Female.		
	B	C	D	B	C	D
1907	$177 17	$212 37	$164 59	$322 17	$202 59	$170 41
1906	189 43	198 72	158 28	276 93	203 56	163 76
Increase	.....	$13 65	$6 31	$45 22	.....	$6 65
Decrease	$12 26	.....	.....	.....	$0 97	.....

RICHMOND.

	Male.			Female.		
	B	C.	D	B	C	D
1907 ..	$387 17	$256 48	$204 29	$363 83	$226 54	$168 99
1906 ..	369 43	252 06	180 21	364 43	228 17	171 14
Increase.	$17 74	$4 42	$24 08	.....	.....	.....
Decrease		.....	.....	$0 60	$1 63	$2 15

The teachers employed, as compared with the previous year, were classified as follows:

	A.	B.	C.	D.	Male.	Female.	Total.
South Inverness, 1907 ...	1	8	14	38	12	49	61
" 1906 ...	2	9	13	44	13	55	68
Richmond, 1907	1	6	26	40	28	45	73
" 1906	1	6	28	38	24	49	73

There was a decrease in the number of Normal trained teachers of 6 in Richmond and 9 in South Inverness—15 in all. In most cases of which I have personal knowledge, these teachers have either left the Province altogether or have taken up some other calling, finding the remuneration inadequate. It is too bad that our Province should have to bear the burden of educating and training teachers for other parts of the Dominion, and we lose their services where they can so ill be spared. Whose is the fault?

There were 27 new teachers employed in the Division, 10 in South Inverness and 17 in Richmond, being slightly over 20 per cent. of the whole number. Besides being inexperienced, many of these recruits were totally untrained. The best results can scarcely be expected under such conditions; but if it is what the people want, or the best they can afford, what is there to do?

As an instance of the spirit prevailing in some places, I might mention one school I visited on a fine day in the month of May last, where I found 3 pupils in attendance, one each in the three lowest grades, out of an enrolment of 19. The average attendance made for the full term was 5.

Again, in two sections rated as first class, each having an enrolment of nearly 90 pupils, where graded schools of two departments or, at least, a regular teacher and an assistant could and ought to be maintained, steps were not taken in time to provide suitable teachers, and at the heel of the hunt the engagement of one third class teacher in each had to be tolerated as an alternative of closing the schools. Where such a lack of public spirit exists it is out of the question to look for satisfactory progress.

It is cheering to be able to turn away from such discouraging prospects and to report that we have many excellent schools doing

very good and, in some cases, superior work. Our County Academies, under public-spirited management, and capable and energetic teachers, are maintaining their high standards of efficiency; and so are our graded schools, of which special mention was made in my last report.

The number of students enrolled at the Inverness Academy was: Grade IX, 13; X, 13; and XI, 10—total, 36; being an increase of 7 over the previous year.

The number at the Richmond Academy (St. Peter's) was 31, being 5 less than last year; there being 8 in Grade IX, 13 in X, and 10 in XI.

The number of high school students in all the schools of South Inverness was 145, being 84 in Grade IX, 39 in X, and 22 in XI.

The number in Richmond was: Grade IX, 89; X, 45; and XI, 16; total, 150.

There are only two new buildings to report in the Division, the one being at Mill Brook, Section No. 55, South Inverness, and the other at West L'Ardoise, Section No. 69, Richmond. The former, a neat building of comfortable size and more or less modern design, replaces an old dilapidated cabin condemned two years ago; when finished inside and properly furnished, it bids fair to rank among the best in the rural sections of the district. The latter takes the place of the fine school house destroyed by fire during the winter of 1905. It is, like its predecessor, a two-department house, well and staunchly built, presenting a pleasing appearance exteriorly, with light and airy rooms, having lofty ceilings, though not quite up to the regulation size. The interior is unfinished and the furniture is of a temporary character, being home made, but considering all things, it is a very creditable building for a section that so recently suffered so severe a loss. It is to be hoped the trustees will profit by past experience and guard against similar possible loss by keeping it insured.

Considerable work has been done in several sections in the way of interior finishing, more or less extensive repairing, furnishing and so forth, so that I am able to report very satisfactory progress from the material standpoint. I think I am safe in saying that, as a whole, the school buildings of Richmond county compare very favorably with those of any other county of which I have personal knowledge. I cannot say so much for those of South Inverness, however.

At its last meeting the South Inverness District Board thought proper to dissolve the union reported last year, and already touched upon herein, of the two sections of N. E. Mabou and Mabou Harbor.

CONSOLIDATED RURAL SCHOOL, BADDECK FORKS, VICTORIA CO., NOVA SCOTIA, 1907.

It will not, I am sure, seem out of place that I should close this report with a brief reference to the passing away of my friend and confrere, the late Inspector MacKinnon, of the adjoining Division. It may truly be said of him that "He died in harness," as it was in the performance of his laborious duties that he contracted the fatal illness that terminated his career. Administering the educational affairs of different parts of one county, we were frequently brought, he and I, into very close touch and intimate relations, and his sage advice and administrative tact were at my service for the asking. A man of more than ordinary ability and sound judgment, he has contributed no small share towards the educational development of his Division, and upon the mind of the writer he has left an ineffaceable impression by his unselfish treatment and noble generosity.

I have the honor to be, Sir,

Your obedient servant,

M. J. T. MACNEIL.

To A. H MACKAY, LL. D.,
Superintendent of Education.

DIVISION NO. 8.—NORTH INVERNESS AND VICTORIA.

JAMES MACKINNON, *Inspector.*

SIR,—I beg leave to submit the following brief report on the schools of Inspectorial Division No. 8, comprising the District of North Inverness and the county of Victoria, for the year ended July 31st, 1907 :—

The year under review belongs, as you know, to the regime of the late Inspector John MacKinnon, with whom I was connected by the closest filial ties, and to whose death I refer with the deepest sorrow. I need not dwell on the high character of his work, or the success he achieved, for these are better known to yourself. He was much liked and respected by the teaching fraternity in his inspectorate, and his death leaves in the educational administration a blank not easily filled.

I was absent from the inspectorate during the greater part of the term, and consequently my information respecting the events of the year is limited. I shall, however, endeavor to present a few facts gleaned principally from the yearly statistics and records.

The number of organized school sections in the division for the year was 135—64 in Victoria County and 71 in North Inverness.

In Victoria 14 sections have been without school during the year. Of these 8 were vacant during the year 1905-06, principally owing to financial weakness, and the remaining schools were unable to secure teachers.

In this district 50 schools were open during some part of the year, employing in all 54 teachers.

The following table showing the classification of teachers may be of interest ·

Year.	A	B	C	D	Male.	Female	Normal School Graduates.
1907....	1	4	25	24	16	38	12
1906..	1	6	20	26	17	36	12

In examining the above table it will be gratifying to see that for once at least, in the history of the district, the number of "C" teachers exceeds the number of "D's." This, I think, is an indication that the teachers are realizing more and more the advantages of a higher standard. It is, however, to be regretted that more of them do not take Normal School training, for the superiority of such training is always in evidence where graduates of that institution are employed.

Not much has been done in the way of school building or consolidation in Victoria county during the year. Yet I am pleased to be able to report that a handsome school house is in course of erection at Baddeck Forks. This building, when completed, will be a credit to those people in that section who, in the face of bitter opposition, are trying to advance the cause of education.

A consolidation has been effected at Rear Baddeck Bay, whereby two weak sections, Peter's Brook and Rear Big Hill, were wiped out. Preparations are being made for the erection of a suitable school building.

In North Inverness, 16 of the 71 organized sections were without school during any part of the year. Of these 11 were vacant last year also, chiefly through financial weakness.

There were in all 55 schools in operation during the year, employing a total of 65 regular teachers and one assistant.

The following table shows the classification of teachers:

Year.	A	B	C	D	Male.	Female.	Normal School Graduates.
1907	..	6	27	32	33	32	21
1906....	1	5	24	34	32	32	20

It is a satisfaction to note from the above table that the number of male teachers is large as compared with the number of females, and although the proportion of males has always been large in this district, yet not in recent years have they been in the majority.

Here also may be seen a slight increase in the number of "C" teachers and a decrease in the number of "D's."

Three consolidations were effected in North Inverness during the year. At Roseburn three sections, viz.: Roseburn, New Canada and Albert were united to form one strong section. With the aid of a grant from the consolidation fund the ratepayers of this new section have nearly completed a large and commodious school building, which, when finished, will be one of the best in the county.

At North Whycocomagh two sections—Saltsprings and North Whycocomagh Bay—were united to form one section called "Aberdeen," and preparations are being made to erect a new and up-to-date school house.

At South West Margaree the Gillis-McDougall section was absorbed by Capt. Allan's and Macfarlane's sections, thus abolishing what a few years' ago comprised two sections.

I regret to have to report the destruction of the school house at "Macfarlane's" section in March last by fire, the origin of which has not yet been satisfactorily explained. The destruction of this building was the signal for an agitation in favor of a change of site in the event of a new school house being erected. The agitation was carried to such an extent as to cause much ill-feeling, and now the whole section is in a ferment over the affair. A number of the ratepayers began the erection of a school building without in any way consulting the late Inspector—who was then in office—and contrary to the recommendation of the District Board. Such high-handed actions deserve the severest censure, and under existing circumstances to recognize the building would be to encourage lawlessness.

As an assistant to the late Inspector, I visited a few schools in the month of June. The work done in schools where Normal School graduates were employed was on the whole satisfactory, but in those schools conducted by young and inexperienced teachers, and they are many, the degree of success varied greatly.

On my short tour of inspection I was much impressed with the cheerlessness of many school rooms, the general untidiness of the play grounds, and in some cases, the almost entire absence of school equipment. This is not as it should be, and pressure will have to be brought to bear upon both trustees and teachers in order to secure a better state of affairs.

Very few Nature Observation sheets were sent in this year, and if by this, we are to measure the attention given to Nature Study in our schools, I fear that as yet it receives but scant attention. I think, however, that work along this line would be greatly stimulated if the teachers in all rural schools were required to file Phenological Observation sheets.

I cannot conclude this report without a remark in reference to defective and erroneous returns. I was surprised to find a large percentage of the returns wanting in some details—especially cols. 126-150. Omissions in these columns I ascribe chiefly to the carelessness of trustees, but in other parts were found gross errors which bespeak unpardonable carelessness on the part of the teacher. The correction of those errors gave me much extra labor, and largely accounts for the lateness of this report.

There is no material change in the salaries offered to teachers. The result is, that the migration westward continues, and if the usual number of schools are to be kept open during the ensuing year, a large number of temporary licenses will have to be issued.

There is a strong probability that the Municipal Council of Inverness will, in the near future, raise the School Grant to 50c. per capita. The passing of this measure, which will be a great benefit to the weaker sections, has long been advocated by my lamented predecessor, and it is a thing much to be regretted that he has not been spared to see these fruits of his labors.

I have the honor to be, Sir,

Your obedient servant,

JAMES MACKINNON.

TO A. H. MACKAY, LL.D.,
Superintendent of Education.

DIVISION No. 9.—PICTOU COUNTY.

E. L. ARMSTRONG, *Inspector.*

SIR,—I beg leave to submit the following report on the schools of Division No. 9, the county of Pictou, for the school year ended July 31st, 1907 :—

The number of school sections in this division is at present 130; but in four of these sections there was no school during any part of the term. The reasons were various, chiefly on account of lack of pupils. The sections are College Grant, Lower Green Hill, Upper Toney River and Black Brook, all on the list of Poor Sections.

The total number of teachers employed was 192, ten of whom were engaged as substitutes. The following table will show the sex and class of the teachers employed :

	A	B	C	D	Totals.
Male.....	7	5	5	4	21
Female	1	29	85	56	171
	8	34	90	60	192

Of the total number of teachers employed forty-eight were graduates of the Normal School; twenty-nine had had no previous experience in teaching, and all but twenty-two had been employed less than ten years in actual teaching.

The number of male teachers employed in this division decreased from twenty-three to twenty-one. In 1900 there were 48 male teachers engaged in the county of Pictou. During the past seven years the number of female teachers increased from 145 to 171.

For the year 1906 there were 6,504 pupils enrolled in the public schools; for the year ended 1907 the number was 6,527, a slight increase.

The total days attendance for the year was 715,503, which was a falling off of 100,000 as compared with the total of the previous year. This shrinkage in attendance was due entirely to the prevalence of contagious diseases in the division and the extreme cold of the winter. The returns show that a large number of pupils was affected by contagious diseases.

The number of registered High School pupils increased from 755 to 797. Of this number 33 were of Grade XII; 113 of Grade XI 196 of Grade X; and 455 of Grade IX.

High School work of Grade IX was prosecuted in 74 of the rural ungraded schools, of Grade X in 29, while Grade XI work was attempted in three only of these schools.

There has been an advance in the number of volumes and value of school libraries. In 1906 the number of volumes in all the school libraries of the division was 1,871, with an estimated value of $2,608; last term the number of volumes reported was 1,902, and the value of the same $2,896. Through the efforts of Miss Frances B. Roy, the efficient principal of Thorburn school, a school library of 100 volumes was established in that mining town.

It is a matter for congratulation that in this division we have had sufficient teachers to supply all the schools. Even the remotest and poorest sections have experienced little difficulty in this connection, notwithstanding the small salary paid. We have, besides those actively engaged in teaching, a number of experienced teachers who failed to get the schools they applied for, and who were unwilling to accept inferior positions. In some cases these teachers are successful in obtaining positions as substitutes, some engage schools in other divisions, while many now go to the United States and engage in other vocations. If sufficient salaries were offered to induce these teachers to return to their former duties, it would result in materially raising the standard of our rural schools.

The increase in the salaries paid in the schools of this division is somewhat small when we compare each year with that which preceded it. The following table will indicate the salaries paid to all classes of teachers, male and female, compared with the preceding year, excluding Provincial Aid:

	1907.	1906.	Increase.	Decrease.
Male A	$778 35	$771 25	$ 7 10	.....
B	502 50	585 00	.....	$ 82 50
C	276 00	258 25	17 75	.....
D	117 50	136 50	.....	19 00
Female A	400 00	570 00	.....	170 00
B	199 05	190 80	8 25	.....
C	143 52	138 29	5 32	.....
D	123 61	118 41	5 20	.....

With reference to the above figures, it should be noted that, on account of the small number of male teachers employed, the averages often vary to a considerable degree. The same remark applies to the figures relating to female teachers of Class A. In each of the years indicated above, only *one* female of that class was employed in the county of Pictou; in the one case, in New Glasgow High School, in the other, in a rural graded school, hence the divergence in the averages.

Notwithstanding the recent increase in the Municipal School Fund to "Poor Sections," there are yet some weak sections which are unable to maintain a school continuously year after year. Black Brook, already mentioned as having had no school last year, an isolated section near the border of Antigonish county, is an example. There are 17 pupils in the section. The total value of the property, as returned in 1906, was less than $1400. To maintain a school under such conditions involves a sectional tax on the ratepayers of at least four times the average for the whole division. Such cases seem to demand a further change in the school law, which would give to the children of these sections an opportunity to acquire a common school education.

I am glad to state that the improvement in the interior of rural school houses noted in a former report is still going on. Among such improvements may be mentioned modern furniture, new floors, wood or metal ceilings, painted or kalsomined walls, all of which tend to the health, comfort and progress of the pupils. Scotsburn section has practically rebuilt its school house, and now possesses a beautiful and cheerful school room. Toney River and some other sections have also greatly improved their school buildings.

The character of the work done in the rural schools claims attention. So many untrained teachers entering the profession every year must of necessity exert an unfavorable influence on the quality of the school work. I am sorry to state that in too many cases these new teachers have never enjoyed the privilege of attending a regularly equipped high school; but oftentimes come from rural schools in which high school work was only indifferently taught. It is no wonder that we frequently find unsatisfactory conditions existing in rural schools. An enforced attendance of at least a half year at the Normal School after a years teaching, under such conditions, would result in much good both to the teacher and the schools affected.

On the whole, there seems to be some improvement manifested in the character of the work in our schools. The Divisional Institutes have exerted a healthy influence in stimulating teachers to better and more improved methods in teaching. A desire for improvement on the part of the teachers themselves is observable, and will surely lead to more satisfactory results. With increasing renumeration to teachers there must come increasing efficiency in school work.

The over-crowding in the schools of New Glasgow and Westville has necessitated the opening of a new department in each of these

towns. New Glasgow has now sixteen departments, and Westville thirteen. During the ensuing term Stellarton will also be obliged to provide increased school accommodation.

I have the honor to remain,

Your obedient servant,

E. L. ARMSTRONG.

A. H. MACKAY, ESQ., LL.D.,
Superintendent of Education.

DIVISION NO. 10.—CUMBERLAND COUNTY.

INGLIS C. CRAIG, M. A., *Inspector.*

SIR,—For twenty-eight years Division 10 had embraced within its bounds Cumberland proper, Parrsboro, and North and West Colchester. Last March it pleased the Council of Public Instruction to divide the district by setting Cumberland county off as a Division by itself, and to unite the disconnected portions of Colchester into a separate inspectorate.

This was made advisable because of the increase in the school-going population in the mining and manufacturing centres of Cumberland. The number of schools multiplied until their inspection, with any degree of efficiency, became impossible for one man. Not only did the work of supervision grow, but the clerical work as well, so that a heavy demand was made upon my time which should have been given to inspection only.

There still remains in Division 10, now corresponding to the Municipal bounds of Cumberland, 150 sections, representing 227 schools,—an inspectorate of no mean size still.

It may be of some interest to you, and the many who have been watching with concern the growth here in material things, to compare some of the statistics of the years 1879, the last under the old regime, when Cumberland formed a school inspectorate, and 1907 when it was again restored to these bounds.

Year	Pupils.	Days Attendance.	Municipal Grant.	Provincial Aid.
1907	9034	994570	$12659 16	$16625 07
1879	5033	547171	7054 00	9274 52
Increase	4001	447399	$5605 16	$7350 55

The figures have almost doubled, but the greater increase has taken place in the towns as this table shows.

Towns.	Teachers.		Pupils		Attendance.	
	1907	1879	1907	1879	1907	1879
*Amherst	24	9	1327	380	173260	49687
Springhill	22	3	1431	188	172050	23501
Parrsboro	10	3	602	187	64760	23394
Oxford	6	2	360	150	53322	12567
Joggins	4	2	256	95	31123	13059
River Hebert	3	1	179	65	21921	7973
Pugwash	3	1	159	125	16280	15555
Total	72	21	4314	1190	532716	145736
Increase	51		3124		386980	

*This number does not include three teachers engaged in private schools and two in the public within the SECTION known as Amherst prior to incorporation.

Between these years the following miscellaneous schools have become graded: Wallace, Northport, Nappan, Chignecto, Port Greville, Fox River, Cape D'or, Advocate, and Apple River.

It seems opportune to call your attention just here to the large amount the seven schools tabulated drew from the county and government funds. From the municipality $5127.40 out of $10592.12 for distribution, and from the Provincial Aid, $6646.07 out of $16625.02. This division is manifestly unfair to rural sections and there is urgent need that the two classes of school be differentiated on some basis more favorable to them in a financial way. It is becoming more apparent every year that the country sections need special fostering if they are to meet the requirements of a large farming class living in sparsely settled portions of the county. Schools here are maintained at great sacrifices and too often with inferior results. Many farmers have forsaken their country homes for the better educational privileges to be obtained in the towns.

Six sections—South Wallace Bay, Westchester Mt., Killarney, Clairmont, Farmington and New Yarmouth, had no school during the year. There were ten last year. Excepting South Wallace Bay and Westchester Mt., there may be said to be little deprivation. In the first three, schools have been announced as in session for next year, and in the three last there are not more than ten scholars for whom no school privileges are accorded.

The school houses throughout this Division are maintained quite liberally and, with a few exceptions, present a creditable appearance, both within and without.

Two new buildings were erected during the year. One was at Wallace Bay, South, to accommodate the pupils of the consolidated section created there. This was unnecessary and was not advised by the District Board. A school room was there sufficient for the needs of the union section could the conflicting interests have been harmonized in agreement with the recommendations of the Board.

At Apple River an extension of forty feet was made to the school room. This section is about twice the ordinary size, and how it escaped division at the hands of an indulgent Board years ago is today a surprise. In 1897 the attendance outgrew the capacity of the house not long erected, consequently it became necessary to grade the school. An annex was erected, an unshapely affair, for the high school department. The addition proved most unsuitable, so at the last annual meeting in June the ratepayers resolved to improve the design and comfort of the whole structure. In remodelling provision was made for wardrobes, teachers' room and library. Excavations were made for a basement in which has been placed a furnace capable of heating and ventilating both school rooms. Much praise is due Miss J. Wallace Mortimer, the efficient principal, for her warm advocacy of the improvements and for other good works which she is carrying out in this section.

Advocate, as an example of successful consolidation, is still growing in the favor of its patrons. Every ratepayer is distinctly proud of his school and none would revert to the old condition of affairs. Citizens there point with pride to the list of high school pupils who made an excellent record at the last government examination. More were successful in one year than the component sections produced since the introduction of the free school system.

On a smaller scale consolidation has been effected at Spencer's Island and Allen Hill, Wentworth and Lower Wentworth. Conveyance suitable to the needs was afforded in each case.

Ere this I hoped to be able to draw as bright a picture of Fox River and Port Greville, whose location and environment are similar to Advocate. It cannot be, however. Consolidation was submitted, discussed and voted upon at a public meeting of the ratepayers convened for this purpose. The terms were unanimously accepted by Port Greville, and by a majority of Fox River. This was indorsed by the Parrsboro Board and, in due time, approved by the Council of Public Instruction. Unfortunately a discordant element arose, which has been instrumental in deferring, for a little time, the privilege this progressive community deserves, and has never enjoyed—a good centralized school. The location is ideal for such a work, and if it cannot be carried out successfully here it is of little use of trying it elsewhere.

Tentative steps were taken to unite Lower River Hebert with the River Hebert graded school one and and one quarter mile distant. The latter is situated near the convergence of four long streets, on two of which pupils travel to school farther than the great majority would be required to travel were the children admitted from Lower River Hebert, who are on a fifth street. Only intermittently has the school been in session in the latter section. The ratepayers preferred to send to the graded school at some little inconvenience rather than abide an inferior one. Recently, however, right on the sectional boundaries, a colliery has been opened and there a community of miners has settled to operate it. There is no school house in Lower River Hebert, the old one having been abandoned some years ago. The ratepayers, mostly farmers, were not disposed to build a house or maintain a school in the extreme southern part where the children were within easy walking distance of River Hebert. The latter seems willing to admit pupils under a tuition fee to its school, but it is not disposed to admit a part of its own community to the full privileges of a graded school. To tide over the present difficulties a private school was maintained to accommodate the miners in a building which was in no way comfortable.

At the last meeting of the Cumberland Board an attempt was made to partition Clairmont section between Valley Road and Glenville. These are three poor sections, representing fifty children and $20,000 of property. Clairmont has not supported a school for years, but has been sending the few children within its borders to Glenville and Valley Road. Where the residents of Clairmont tacitly indicated division there the line of cleavage was recommended. But when it came up for ratification by the Board it was strongly opposed and was deferred for future consideration. Unless these sections unite, or some special financial aid is granted to them, the four—Glenville, Valley Road, Clairmont and Salt Springs, lying side by side—must go down. Their school houses are fast falling into decay, and now would not be tolerated were they able to maintain better ones

Herritt Road, No. 67, is an anomalous case of a section having its school house situated in another. The town of Springhill wedges one of its rectangular corners into this section, dividing it almost in two, and in this corner sits the Herritt Road house. Most naturally this section should be a component part of the Springhill school system. For years an exchange of privilege of attending the school of their choice has been granted to the residents of this street, but with no satisfactory results. Union was suggested both to the authorities of Springhill and to the trustees of Herritt Road, and by the latter accepted. It was ascertained, however, before the proposition came before the District Board, that the consolidation of a rural school section and an incorporated town for educational purposes only, had not been clearly provided for in the Education Act, so the subject was dropped.

It is no pleasure to report that Amherst, Springhill and Parrsboro made but little effort to enforce the Towns' Compulsory Attendance Act. Excuses of some cogency may be made by country sections for failure to enforce it there; but in towns, where there are officers directly under the Board's control, it amounts to a dereliction of duty not to see it done. My attention has been called repeatedly in these towns to the large number of boys who were truants on account of the law's delay. In one instance the excuse is offered that were the truants forced to attend there would not be accommodation for them. This omission to provide a place makes the sin more serious.

Permit me to suggest that trustees be required to give to teachers, at the beginning of the term, the names of all children resident in the section between 5 and 15 years of age, which are to be registered in alphabetical order according to surname. This would afford to the teachers assuming new charges an early acquaintance with the magnitude of her duties and, if zealously inclined, a ready opportunity to visit the homes of absentees. Another reason for a departure from the old method is for greater reliability. The answer to the question—"How many children in the section from 5 to 15 years of age not attending school?" sought as it is by the teacher at the end of the term for completion of Return, is too often conjecture. In the absence of any vital statistics for the Province the requirements of this in every section of the Province might afford information of value some day in the future.

In closing this report kindly afford me the opportunity of acknowledging my gratitude to the Commissioners of Colchester, who most uniformly gave me support in the prosecution of my work; to say to the intelligent body of teachers in this county, many of whom I have watched with interest develop into strong men and women, competent to do their work well in the profession of their choice, that it is with regret my official relations with them are severed; and to thank the many friends whose acquaintance I made for their generous hospitality when no public entertainment was available.

I have the honor to be, Sir,

Your obedient servant,

INGLIS C. CRAIG.

To A. H. MACKAY, ESQ., LL. D.,
Superintendent of Education

Public School, Glace Bay, C. B., Nova Scotia, 1907.

DIVISION No. 11.—CAPE BRETON COUNTY.

T. M. PHELAN, M. A., LL. B., *Inspector.*

SIR,—I beg leave to submit the following report on the schools of Inspectorial Division No. 11, the county of Cape Breton, for the term which ended on the 31st of July, 1907:

The number of school sections remained the same as during the year before—116. The total number of schools in operation during some part of the term was 224. In this respect there was an increase of ten. In all 246 teachers were employed, including two assistants.

In each of the sections, Low Point and Gabarus, there were two and in Big Glace Bay three departments instead of one as in former years. Two new school houses were used for the first time in the section last named, one of one department at Port Caledonia, and one of two departments at Dominion No. 6. They are both fine buildings, nicely situated, commodious, and well appointed. It is probable that more departments will be needed in this section in the very near future, as the population at No. 6 is rapidly increasing.

At Gabarus a new room was added to the school building. I hope to see considerable high school work done here in the years to come. When this is accomplished a supply of teachers for the surrounding sections will be provided. As regards schools, or rather teachers, this part of the county is perhaps worse off than any other. On account of distance from railway accommodation and other inconveniences, teachers seem unwilling to go to this region, and many of the schools hereabout are likely to remain closed a large portion of the time until the school at Gabarus is able to turn out teachers to occupy them.

In the olden days there used to be four departments at Low Point. The mine here was closed some years ago when it became the property of the Dominion Coal Company, and in consequence the population fell off to such an extent that for quite a time one department was sufficient to accommodate all the children in the section. The rooms in use now were both occupied formerly. After a long period of vacancy they were in need of considerable repairs before they became fit for occupation anew. Both are in good condition now.

In Milton, Homeville and West Louisburg new schools were used for the first time. The school at Homeville was destroyed by a forest fire in 1904, and for two years a hall, centrally situated and fairly suitable, served for a school house. On account of age, dilapidation and insufficient size, the old buildings in the two sections just named became unfit for school purposes. Both new buildings are

models of their kind, well situated, conveniently laid out, equipped with good furniture, well lighted, and having plenty of good blackboard surface. Not far from Milton school is the Broughton coal mine, where operations are now suspended; but so much work has been done here, and so large an amount of money has been laid out without any return, that it is very improbable that the place will be allowed to remain idle, and it is likely that, in the not distant future, the number of school rooms in the section will have to be increased.

At French Road a new school house remained unoccupied during the whole term, the cause being that when the trustees undertook to look around for a teacher none was to be had. The section has been without school two years. A new school house of two departments was erected in the Town of Dominion during the term. When this school is ready seven teachers will be employed in the town. This section is made up of a part of Bridgeport and Mitchell sections.

The new school at Glace Bay, of which a description and a perspective view were given in the Journal of Education for October, 1906, has been completed, and is a great advance in the educational equipment of this large and thriving town. It is centrally situated on Yorke and McLean Streets, yet at a sufficient distance from the main thoroughfares of traffic. It consists of three stories and a basement. In the basement, which is well lighted and well ventilated, are two large recreation rooms, lavatories and the boiler room. The Gurner low pressure steam heating system has been installed. On the ground floor are five class rooms and two cloak rooms. Three entrances are provided to this floor—one on the side facing Yorke Street, and one at each end of the main corridor, which runs centrally through the building. The first floor has the same general arrangement with the ground floor. One of the five large rooms here will be used for a library and museum. The upper story contains the janitor's quarters, the laboratory, one class room, two smaller rooms, and an assembly room which is capable of seating comfortably about 500 persons. At each end of the building are stairways which extend from the basement to the highest floor. This arrangement eliminates well nigh completely all danger from fire. From the tower at the western corner of the building may be had an excellent view of all the surrounding colliery districts.

The expansion of the school system in Glace Bay has been phenomenal. Only a few years ago four departments were sufficient for the needs of all the children in the section. In 1903 the number of departments had increased to 21 and the number of pupils enrolled to 1441. During the term just concluded 40 departments have been in operation, 2655 pupils have been enrolled, and the grand total days attendance has been 313,671. To provide accommodation for all the children in the place when, often with very little warning, hundreds of new pupils were demanding admittance, was a problem

presenting difficulties such as probably few school boards in this Province have ever had to grapple with. There were times, it is true, when some departments were overcrowded, and when rooms were used for schools that were not in every way all that a fastidious critic might require, but it would not be easy to prove that in the circumstances then obtaining better arrangements could have been made. Mr. D. M. Burchell, the chairman, and all the other members of the school board are certainly deserving of a large measure of praise for the energy with which they dealt with the many emergencies that arose, and for the high and progressive spirit which they displayed in the erection and equipment of schools and in the employment of the best teachers that could be procured. Nor should mention be omitted of the Principals, Mr. W. S. Brodie during five years, and Mr. D. M. Matheson during one year, to whose capable supervision and attention to details much of the present efficiency of the schools of Glace Bay is justly attributable.

In the matter of vacant schools there was a slight reduction, 32 being without teachers as against 38 the year before. That this is an indication of permanent improvement it would not be safe to say, however. Unless some altogether unexpected change shall take place, it is not improbable that in the years near at hand the record made in the term 1905-6 will be passed. In a few sections some people have returned to their farms; but it is not likely that any general movement of this nature will take place for some time yet. A decrease in the number of vacant schools is to be brought about mainly by a decrease in the number of sections. No unions were effected at the last annual meeting of the Board of School Commissioners. I understand, however, that the people of Ben Eoin section are willing to be joined to East Bay, and that there is now no serious opposition to the breaking up of Highlands section, part of it to go with Benacadie, the balance with Amaguadeez. There are other places, too, where unions could be advantageously carried out; but the accomplishment of these things takes time. It is not prudent in general to have radical changes of this character effected until the vast majority of the people concerned are ready for them. It would be easy to give examples of unions made in the face of considerable opposition where, in consequence, the results have been far from satisfactory. A few determined boors, who imagine that their rights have been invaded, are often able to give a great deal of trouble. When everything else fails they can, with little risk of detection, burn down the school house, as has been done in more than one place; and even where no active hostility is manifested, the collection of rates from those who refuse to pay may often be very difficult. Not unfrequently it is hard to get a school board and a secretary that will, without fear or favour, enforce payment from those who may strenuously object. There are few men so constituted as to be willing to incur the lasting enmity of their neighbors without some very considerable and evident compensation.

Of the 246 teachers employed 114 have had Normal School training; and it need hardly be stated the work of almost all of these has been of a satisfactory character. Thirty-one teachers were beginners and fifty-eight had not taught more than one year. I find in general that most teachers who have had neither experience nor training are not very successful at the start. One occasionally meets with rather striking exceptions, it is true; but few persons without training become passable teachers, except at the very considerable expense of their pupils. I have noticed that it is in the reading classes especially that unskilled teachers make the poorest showing. Usually the lessons they assign are altogether too long either for the pupils to study or for the teacher properly to cover in class. The children stumble through the matter in some way or other, paragraph about, a few spellings are asked, always from the lists at the end of the book, if there are any, a new lesson is given and that is all. These teachers seem to be oblivious to the fact that the meaning of the writer is the main thing at which they should aim. When pupils have grasped the sense of what they are called upon to read and understand that good reading consists in rendering the matter before them in such a way that the ideas it contains can, with ease, be gathered by a listener—then only are their elocutionary efforts likely to be successful. In ungraded schools the time which can be given to each reading lesson is necessarily very short, and unless the lessons assigned are brief there is no opportunity for a discussion of their meaning. I notice that many teachers fail to realize that the knowledge of the language which pupils ordinarily bring to school is exceedingly small, and that what they shall carry away with them is not likely to be much greater unless they are taught to look for the ideas to be found in the books which they use, and have a large amount of practice in expressing these ideas in their own words.

In the teaching of arithmetic, particularly in the lower grades, I have often observed very serious defects, even in departments which are popularly supposed to be well conducted. Many teachers seem to care little about the manner in which their pupils learn to add; if the correct result be ultimately arrived at it concerns them not what time may be taken in so doing or how clumsy the process may be. I have seen children in the fourth, and even in the fifth grade, who could not total a short column of figures without nodding their heads, counting on their fingers, or putting strokes on their slates. All this, it seems to me, could have been avoided had the pupil been taught at the beginning some system in combining numbers; a few hints which could have been given without a very great tax on precious time would probably, in many cases, have sufficed, and the ordinary child would, with a little assistance now and then, be able to elaborate the matter for himself. There are other cases of serious defects in teaching to which I might refer, but the foregoing are sufficient to illustrate the ills produced by thoughtlessness and lack

of skill, and to show the necessity there exists for all, or nearly all, who aspire to be successful teachers to take a course in training at as early a date in their pedagogical careers as may be possible.

Only three sections, Eskasoni, Long Island Main and Front Lake took advantage of the new regulation under which school may be kept open throughout the summer vacation. There would likely have been more if teachers could have been obtained; but in future years, when larger numbers of our college students realize the opportunities held out to them of passing their spare time between terms in a profitable and not disagreeable manner, and qualify themselves accordingly, it is very probable that a more satisfactory statement can be presented in this regard.

I have the honor to be, Sir,

Your obedient servant,

T. M. PHELAN.

To A. H. MACKAY, ESQ., LL. D.,
Superintendent of Education.

DIVISION NO. 12.—COLCHESTER COUNTY.

W. R. CAMPBELL, M. A., *Inspector.*

SIR:—I herewith respectfully submit my report of Inspectorial Division No. 12, for the year ended July 31st, 1907:

As it was only in March that I entered upon the work of this Division, there are several phases of the work with which I am not yet familiar and, consequently, an extended report must be left for another time.

With the exception of a few schools in outlying parts of the county, I paid a visit to all the schools of the Division. In many cases the visits were much shorter than I should have liked, but in all cases sufficiently long to satisfy myself of the work that was being done. There were employed in all 171 teachers, as follows:

Class.	Male.	Female.
A	3	2
B	4	41
C	2	57
D	2	60
Total	11	160

Of these there were Normal graduates, 79; non-Normal graduates, 92; of the Normal graduates there were in graded schools 43, in miscellaneous schools, 36; 83 schools did high school work, namely, 72 miscellaneous schools, 11 graded schools.

Of these 35	did work of	Grade	IX only.
5	"	"	X "
25	"	" Grades	IX and X only.
11	"	"	IX, X and XI only.
1	"	"	IX, X, XI and XII only.
4	"	"	IX, and XI only.
2	"	"	X " XI "

There were in attendance	in	Grade IX,	381	pupils.
"	"	" X,	187	"
"	"	" XI,	90	"
	"	" XII,	32	
Total			690	

Of these 255 were in graded school departments doing high school work only; 145 were in graded school departments doing both high school work and part common school work; 290 were doing high school work in purely miscellaneous schools.

Six sections were without school during the year, but in four of these the children were sent (although somewhat irregularly) to the schools of the neighboring sections.

Among the many disadvantages to which the country schools are subjected at the present time, as far as my observation carried me, are the large number of inexperienced and untrained teachers employed, and the attempting of so much high school work in miscellaneous schools. It is noteworthy that in this county, in which the Normal School is situated, only one-third of the teachers in the miscellaneous schools are Normal graduates. In counties more remote the number must be even less. In the graded schools of the county four-fifths of the teaching staff were normally trained. The first difficulty might be remedied by having a summer session of Normal School or a few Normal Institutes for three or four weeks during the holidays, and requiring all teachers, or prospective teachers of C or D, to attend one or more sessions. Such training might be made the equivalent of Third Rank M. P. Q.

The second difficulty might be met by specially subsidizing a few of our best equipped and most centrally located schools in the Division, and requiring all high school students to attend such schools. The objections which are so strongly urged against the consolidation of common schools would not apply in the case of consolidation of high schools, where students have almost reached years of maturity.

In many cases the school buildings are not what one would like to see, and certainly not as good as the prosperous conditions of the sections would warrant, but they are in good repair, clean, and well equipped with maps; globes, blackboards, etc. Both the schools and their equipments give proof of a vast amount of labor and care on the part of my predecessors.

I have the honor to be, Sir,

Your obedient servant,

W. R. CAMPBELL.

To A. H. MACKAY, ESQ., LL. D.,
Superintendent of Education.

APPENDIX C.

SCHOOLS OF THE CITY OF HALIFAX, 1906-7.

I.—REPORT OF THE CHAIRMAN OF SCHOOL COMMISSIONERS.

To A. H. MacKay, Esq., B.A., B.Sc., Ll.D., F.R.S.C.,
Superintendent of Education, Province of Nova Scotia.

Sir,—I have the honor to submit for the information of the Council of Public Instruction, the 42nd Annual Report of the Board of School Commissioners for the City of Halifax, together with that of the Supervisor of Schools, for the school year ended July, 31st, 1907, and the financial statements to April 30th, 1907.

Expenditure.

The actual expenditure on current account for the year was $140,935.69. There was a debit balance of $782.14 from the previous year to be provided for. $3,400 was placed in the Sinking Fund Account. These made a total of $145,117.83. The receipts from all sources were $143,849.84. This caused a debit balance of $1,267.99, which was provided for in the estimates of 1907-8.

Of the total receipts, $125,300 was received from the city, $17,789.27 from the Provincial Government for teachers, academic and manual training grants, and the balance from miscellaneous sources, as fees, etc. By virtue of the bringing into operation by the Provincial Government of legislation passed in 1906, the School Board will receive about $700 additional provincial grant in the financial year of 1907-8, an amount anticipated in the Board's estimate.

The expenditure during the past year was very carefully considered and kept down to the lowest sum possible consistent with the best interests of the schools. A detailed statement is submitted in the Secretary's financial tables—the exact expenditure of each school being shown.

An expenditure of $1,199 was made on Alexandra School, including an amount for renewal of asphalt roof; on Young Street

School of $1,454, including cost of interior and exterior painting and renewing the roof; of $758, including cost of exterior painting, on LeMarchant School; of $552 on Morris Street School. These are outstanding items in the miscellaneous account.

An expenditure of about $850 was made in connection with the Halifax Academy. Though some expenditure has been made on the sanitary arrangements of the Academy, these are far from satisfactory. A sufficient sum must be provided to install a modern closet system for the boys and replace the present latrine, which is very nearly the same as when the school was built thirty years ago and little improved since.

For every dollar assessed on the ratepayers of Halifax for the schools, there was expended in the year ended April 30th, 1907, $3.24 by other municipal departments. That our school expenditure is economically handled is apparent when the cost per pupil to the ratepayer is compared with that in other cities of about the same population. The cost per pupil last year was $17.10. This is a much lower cost per pupil than in most Canadian cities, as for instance:

Hamilton, Ont.,	cost per pupil,	1905.....	$21.88
Ottawa, Ont.,	" "	1906.....	26.01
London, Ont.,	" "	1902.....	21.76
Montreal, Que.,	" "	1906.....	31.29

Compared with the New England towns of approximately the same population, the cost of education in Halifax is very much less. The latest available figures are given:

New Bedford,	cost per pupil	.....	$31.17
Lawrence,	" "	.....	26.36
Springfield,	" "	.....	38.91
Brockton,	" "	.....	25.36
Haverhill,	" "	.....	30.36
Salem,	" "	.....	28.60
Malden,	" "	.....	33.25
Newton,	" "	.....	48.71
Chelsea,	" "	.....	27.22

School Legislation.

At the last session of the Legislature the School Board obtained several amendments of the clauses in the city charter affecting its interests. At the request of the City Council, the right to issue all the school debentures was thereafter vested in the city, and the act was amended accordingly. Whenever the Board requires money

that is a debenture charge, the Governor-in-Council, after a hearing, directs the city to issue such debentures. In the event of any such direction not being carried out, the Board may issue debentures to the amount required. This clause conserves the city's educational interests. As school debentures mature, they will be paid off or re-issued by the city.

Debenture Indebtedness.

The amount of debenture indebtedness incurred by the Board up to April 30th last, was $336,100, $64,600 of which amount matures in 1911. There was an additional debenture expenditure up to 30th April of $30,682.47, to pay which bonds were issued by the city. Of this, the sum of $12,338.72 was incurred for repairs and improvements of an extraordinary nature made to Morris Street School; and the balance, $18,343.75, paid on construction account of St. Patrick's Girls' High School.

Sinking Fund.

In 1901 a sinking fund for the redemption of debentures was established by the Board. In 1903 and 1904 $7,157.10 was paid out to retire Academy debentures, and the amount accumulating since then up to May 31st last was, with interest, $13,934.57. This was paid over to the city under the act of last session of the Legislature to form part of the city's general sinking fund. The amount held and invested for the retirement of school debentures by the city is to be separately stated in any report issued. A total of $21,091.67 was raised through the sinking fund by the School Board to meet debenture indebtedness.

Attendance.

The total enrolment of pupils in the last school year was 8,440 and the average daily attendance was 5,993.6. The percentage of the annual enrolment daily present was 70.6. This is three points lower than the previous year. The falling off was not due to lack of enforcement of the Compulsory Attendance Act, but to epidemics of sickness, and to the compulsory vaccination ordered by the City Health Board. The truant officer carried out his duties most efficiently and adroitly. A report of his work is found in the report of the Supervisor.

While the percentage of the annual enrolment present was 70.6, the actual or true percentage was 81.3. The present method of ascertaining the percentage of attendance does injustice to our schools as compared with those of other countries and lowers it very considerably—last year by 10.7 per cent. A pupil enters school, say, in May and attends regularly until the end of June; all the previous days in the school year are counted as absent days under the mode

of reckoning sanctioned by the Council of Public Instruction in the authorized tables. So, if a pupil attends school after summer vacation and in a month or so becomes 14 years of age and goes to work or ceases to attend school for any cause, the balance of the school year is counted against that pupil's attendance. Obviously, this is an unfair method of reckoning.

The School Board required the teachers, before the close of the last school year, to make a return showing the aggregate number of days lost by pupils, not during the school year, but while attending school. I beg to suggest that the Council consider the advisability of altering the instructions to teachers so that our reports will reveal the *true* percentage of attendance of pupils. By the present system parents and others form an erroneous impression of the percentage of attendance of our pupils.

In the early part of the school term, the attendance was unfavorably affected by the epidemic prevalence of scarlet fever. The Board took the precautions necessary to prevent the spread of infection, so far as it was in its power, and that of the teachers and officials.

In the latter part of the term a number of cases of a mild form of smallpox occurred in the city. This, together with the disturbance caused by compulsory vaccination, reduced the attendance in both of the St. Mary's schools almost to a nullity, and affected seriously the attendance in other schools. On the resumption of school after the summer holidays it was found that there were 2,329 children in the schools who had not been vaccinated.

School Buildings.

During the year, St. Patrick's Girls' High School building, situated on Brunswick Street, was completed, and on October 30th, formally handed over to the Board. The total cost, including the purchase of land, was $41,500. The building is well adapted to school purposes, and is an ornament to that section of the city. The academic work of the senior departments of this school was recognized in 1884. There are now 116 High School pupils in attendance, and other rooms are utilized for common school grades.

The very insanitary and overcrowded state of the Albro Street School necessitated vigorous action. The building has been entirely reconstructed, a wing being added containing an Assembly Hall and two class rooms. The school will, after the reconstruction, contain ten large class rooms, an assembly hall, lavatories, library, and teachers' room. Tenders for the work were asked for, and Messrs. Marshall & Son were awarded the contract at $35,210. The tender of Longard Bros. for heating, $4,084, was accepted. Due attention has been paid to ventilation. A lot of land to the north of the school

property was purchased for playground purposes for $800. The name of the school was changed to that of "Joseph Howe School," and will be in every respect worthy of the great Nova Scotian whose name it bears.

The heating system in Alexandra School was renewed and enlarged at a cost of $600.35; and the exterior of the same school was repointed at a cost of $150. Owing to increased attendance and inadequate accommodation in College Street School, the Board consented to rent an additional room, if erected by the Ladies of the Sacred Heart, at a rental to correspond with the rest of the building.

The office facilities of the Board have for many years proved inadequate. On the resignation of Mrs. Donohue as janitrix, after 29 years of faithful service, the Board decided to use the rooms formerly occupied by her, for a Board and Teachers' room. The teachers are thus enabled to consult with one another in respect to matters of common interest in the conduct of their several schools.

The Supervisor will have a private office, and the former Board room will become the general office. These improvements were undertaken not too soon, as the need for such an arrangement has for some time been felt.

The heating system of the Academy was enlarged, both in the boiler capacity and radiating surface to meet the demonstrated needs. There was an expenditure of $531.20 for this purpose.

The erection of an escape on the north side of the Academy building at a cost of $710, will render it perfectly safe in case of fire. All the other schools are well provided with exits or have fire escapes. The drill by the pupils is constantly practised, and all precautions have been taken to guard against such a catastrophe happening in our schools as occurred in a Montreal school.

The Teachers.

The teachers have in the past year been zealous in the performance of their duties, and continue to manifest that deep interest in the welfare of the children which is essential to success in their work. Halifax may well be proud of its 163 teachers who have proven time and again how conscientious and faithful they are.

They received $6,750 more in salaries than in the previous year, but the Board fully recognized that the salary list was much lower than the quality of the work warranted, or their high scholarship, training and experience might fairly demand. A petition from the tachers relative to their salaries was presented too late for action.

and was recommended to the serious consideration of the succeeding Board. The changes in the staff of teachers in the various schools are more particularly referred to in the Supervisor's report.

The Halifax Teachers' Pension Board was organized in the early part of the school year, and under its provisions two teachers received pensions and retired from the employ of the School Board after a lengthy service of 36 and 37 years each. 93 officers and teachers are contributors to the pension system.

Janitors.

In the last financial year, the pay for the 23 janitors amounted to $6,451.90—an average of $280.52 per year. The wages paid for this very important service are entirely too low, considering how important in the interests of the children's health it is that these duties be efficiently and carefully attended to. It is recommended that the Board take into consideration the revision of the scale of pay for the janitors.

Evening Schools.

The Board in February last opened an evening school in the Acadian Building, with three teachers—the enrolment and attendance being most satisfactory and encouraging. Instead of waiting for a certain number of boys to apply for evening school privileges, the Board opened the school of its own initiative, and the young men were found ready and willing to avail themselves of the instruction offered. Employers of labor willingly lent their assistance, and prizes were offered which stimulated interest on the part of the boys.

Successful evening schools for girls were also conducted by teachers of St. Mary's School and at College Street School.

The visits of commissioners and citizens to all these schools awakened a new interest in this phase of school activity.

Recognizing the importance of extending the opportunities afforded by these schools, to those whose early education had been neglected and who had learned in the school of experience to appreciate the worth of education, the Board authorized the holding of such schools in Acadian and Bloomfield schools for boys, and in Alexandra school for girls, during the winter months of 1907-8, the schools to open in November.

The School Board also co-operated with the Council of Public Instruction through the Department of Technical Education, in establishing a local technical school in Halifax.

Manual Training School.

The work of the school for mechanic and domestic science was most satisfactory during the year. There is a demand for an extension of this teaching to more pupils of grades seven and eight. A room should be set apart for laundry work, and training in forge work should be offered to the boys.

Medical and Dental Inspection.

The attention of the Board was directed to the importance of medical and dental inspection of the teachers and the pupils. The Board's Act was amended so that its cost might be legally incurred. Drs. A. R. Cunningham and F. V. Woodbury were appointed to conduct the medical inspection. In their first two months of work before the holidays they examined 2,372 pupils, and found 83 under treatment for various affections and recommended 219 more for treatment. With these figures as a basis there are probably 800 to 1,000 children attending the city schools requiring immediate medical attention.

The dentists of the city having offered to provide the necessary dental inspection of the pupils, their services were accepted. They expect to begin their examination early in the school year.

The need and importance of this work is so manifest whenever once entered upon as to suggest the advisability of making such inspection compulsory at least in every city and town in the province.

Physical Exercises.

The report of the cadet corps committee shows a maintained interest. Through the courtesy of General Drury the cadets were enabled to engage in sub-target practice. An hour on another afternoon is set apart for physical instruction, and a course of 15 lessons in this instruction has also been arranged for the girls of the high school grades.

Halifax Academy.

Shortly before the summer vacation the Board suffered the loss by death, of Mr. William T. Kennedy, the principal of the Halifax Academy, who had for twenty-nine years served as teacher and principal in the city schools, discharging his duties in every department of work with exemplary faithfulness. The history of the Academy was one of continued prosperity under his able management. Mr. S. A. Morton was promoted from vice-principal to principal, Mr. J. W. Logan becoming vice-principal. The resignation of Mr. J. B. McCarthy created another vacancy. Messrs. Trefry and Bancroft were appointed to the staff. It was a source of great satisfaction that the Board was able, notwithstanding its loss of teachers, to fill so acceptably the places vacated.

The total cost of the academy for the year was $11,214.80, of which the city contributed $8,972.61. The cost per pupil was $30.72. There were 365 pupils in attendance—154 boys and 211 girls. There were 286 daily present on an average. The public examination, which was most successful, enabled the commissioners and parents to more closely study the work that is being carried on.

The overcrowding of the "D" classes in the Academy compelled the Board to undertake the teaching of grade "D" work in Morris Street School in addition to the classes carried on in Alexandra and Bloomfield Schools. This plan has thus far met with unvarying success.

Vacation Schools.

The supervised playgrounds or vacation schools opened by the Halifax Branch of the Local Council of Women the previous year, was continued last summer, and the Board made a grant of $150 to meet part of the expenses of teachers. These schools were held in Bloomfield grounds, and in St. Mary's Girls' School ground and Grafton Park. Miss Ford again acted as the skilful superintendent of the work. The vacation school has amply justified its existence in Halifax.

Summer Holidays.

I wish to state again my conviction that in cities and towns of the province the school boards should be empowered to grant two months' vacation without deduction of government grant.

Beautifying School Grounds.

In many of the schools, the teachers and pupils take pride in beautifying their grounds and cultivating school gardens. This practice is worthy of all commendation and should be encouraged. A very great interest was taken by the children in growing plants from seeds supplied them by a committee of the Women's Council in the spring. The competition was very keen in many cases, and the prizes awarded were well deserved.

Savings Banks.

The establishment of School Savings Banks has been begun in our schools, though the inauguration of such a policy met with opposition from some unexpected quarters. I look confidently forward to the day when there will be a savings bank in connection with each school. The practical lessons of thrift and economy tend to make scholars more independent, self-reliant and manly. It gives them courage to enter life's battles conscious of a reserve force.

General Comments.

A committee has been appointed to revise the regulations of the Board now out of print.

The public examinations of the various schools were conducted as usual by the commissioners; and in the high schools and some common schools, prizes were distributed to successful pupils, and interesting exercises held in connection therewith.

The Assembly Halls were utilized for the holding of lectures and entertainments, alike interesting and instructive.

Arbor Day was duly observed by the planting of trees, and the teachers drew lessons therefrom in the course of their school work.

The patriotic exercises on Empire Day were especially well conducted, and reflected credit on the teachers and pupils.

The schools were favored by a visit from four British school teachers last winter. The exchange of views was very helpful. It is satisfactory to note that after visiting other parts of Canada they expressed the opinion that our schools compared very favorably with those which they visited. One teacher, a principal of a very large school in an important centre in England, mentioned as our weakest subjects, singing, especially voice production and needlework among the girls. As was stated in the Chairman's inaugural address, more attention should be paid to the systematic teaching of music in our schools.

It is important that stress should be constantly laid upon the teacher of the importance to the child of continued practice in writing. There is not sufficient drill in the principles of penmanship, nor can there be any real teaching in this subject without the giving of whole arm, free and muscular movements. Finger movements, on which the great majority of the teachers depend, are not sufficient. Neatness and accuracy in all the written exercises of the school should be insisted on. A legible handwriting is really elemental in education. It is necessary, as well, that teachers should be trained thoroughly in the principles of penmanship when attending the Normal Schools.

A reform in our school system, that should be established at an early date, is the organization of two ungraded departments, with expert teachers, who would be able to instruct the pupils who are behind their grades and are handicapped by physical defects, and who have lost any incentive for work they might have had. Medical inspection will demonstrate more fully what an important service such departments could render.

The faithful and efficient services of Supervisor MacKay and Secretary Wilson have been borne testimony to year after year. Their unflagging zeal in the interests of the schools, and the willing assistance they give to the Board in all matters that come before the commissioners, are most marked and much appreciated.

Respectfully submitted,

ARTHUR S. BARNSTEAD,
Chairman.

II.—SUPERVISOR'S REPORT.

TO THE BOARD OF SCHOOL COMMISSIONERS FOR THE CITY OF HALIFAX:

Gentlemen,—I have the honor to submit herewith my report on the Halifax Public Schools for the year ended July 31st, 1907:

STATISTICAL TABLES.

CONSPECTUS.

Kind of School.	No. of Depts.	No. of Teachers and Class of License.
Academy	9	4, Class A. 3, " B. 1, " C. 1, Unlicensed Assistants—Specialist in Drawing.
St. Patrick's Girls' High School	3	2, Class A. 1, " B.
Common*	142	9, Class A. 67, " B. 61, " C. 5, " D.
Kindergarten	1	1, Class C.
Reformatory	4	3, Class C. 1, Unlicensed Assistant.
	3	2, Class B. 1, Specialist in Domestic Science, Diploma, South Kensington, Eng.
Drawing	1	1, Class B.
Total	163	

*Included here are three high school departments, one at St. Patrick's Boys' School, one at Alexandra school, and one at Bloomfield school. Boys from College St., St. Mary's Boys' and Young St. schools, who would be benefited by being transferred to Grade IX, are allowed to attend the high school department in St. Patrick's Boys' school. To prevent the over-crowding of the Grade D classes in the Academy, Grade D departments were opened in Alexandra and Bloomfield schools for those living in the vicinity of these schools, and who had passed the Academy Entrance Examination, and also for pupils from any part of the city who had failed in the Academy Entrance Examination, but who notwithstanding would do better work in a higher grade than, in repeating for another year with the same teacher, the work of Grade VIII. By this arrangement the advantages of subdivision of labor are extended to Grade VIII of these schools. Thus there were six teachers in the common schools who devoted half their time to high school work.

The number of teachers of the various grades in each school is shown in the following table:

	Grade A.	Grade B.	Grade C.	Grade D.	Unlicensed.	Totals.
Academy	4	3	1		1	9
Acadian		1	1	1		3
Africville				1		1
Albro Street		7	3	1		11
Alexandra	1	6	6	1		14
Bloomfield		3	5			8
College Street		2	4	1		7
Compton Avenue	1	6	3			10
Good Shepherd			1			1
Industrial			1			1
LeMarchant Street		1	3			4
Manual Training		2			1	3
Maryville		1	1			2
Morris Street	2	7	3			12
Orphanage (Prot.)			1			1
Orphanage (R. C.)		2				2
Quinpool Road		5	1			6
Richmond		2	2			4
St. Joseph's		3	4			7
St. Mary's, Boys'	1	3	4			8
St. Mary's, Girls'	1	4	5			10
St. Patrick's, Boys'	3	5	4			12
St. Patrick's, Girls'	2	6	6			14
St. Patrick's Home			1		1	2
Tower Road		2	2			4
Young Street		2	4			6
Special Drawing Teacher		1				1
Totals	15	74	66	5	3	163

These departments were all in session throughout the whole school year, except one at Albro St. School. This temporary department was in session during May and June.

TABLE I.

ABSTRACT OF TEACHERS' RETURNS OF THE COMMON SCHOOLS, KINDERGARTENS AND REFORMATORIES FOR 1905 AND 1906.

		1905.	1906.	Increase.	Decrease.
Male Teachers	A. (Academic)	6	8	2	....
	B. (First-class)	5	6	1	....
	C. (Second-class)	3	2	....	1
	D. (Third-class)	1	1	....	....
Female Teachers	A. (Academic)	*1	2	1	....
	B. (First-class)	*61	62	1	....
	C. (Second-class)	67	63	....	4
	D. (Third-class)	2	4	2	...
Totals	Male	15	17	2	....
	Female	131	131	....	....
	No of Departments	146	148	2	....
Having Normal School Diploma		81	83	2	....
No. of teaching days		206	206	....	....
No. of pupils enrolled		8085	8075	....	10
No. over 15 years of age		261	264	3	....
No. under 15 years of age		7824	7811	....	13
No. of Boys		4033	4004	....	59
No. of Girls		4022	4071	49	....
Grand total days' attendance		1207878	1168096	....	39782
Average present daily		5928	5707	....	221
Percentage of attendance		73.3	70.6	....	2.7
No. of pupils daily present with each teacher on an average		40.	38.5	....	1.5
Cost per pupil		$15.07	$16.58	$1.51	....

*The High School Departments of St. Patrick's Girls' School are omitted here.

In comparing the school years ending 1906 and 1907 it will be noticed that the enrolment for the last year shows a slight decrease and the percentage of attendance a very great decrease. This was owing to an unusual prevalence of epidemics, particularly of small-pox, and to the enforcement of compulsory vaccination.

TABLE II.

Abstract of High School Grades.

	1906.	1907.	Increase.	Decrease.
County Academy:				
Grade D	146	147	1	....
" C	132	111	....	21
" B	114	107	....	7
Totals	392	365	....	27
High Schools:				
Grade D	111	116	5	....
" C	39	29	....	10
" B	16	19	3	....
Totals	166	164	....	2
Academy—Cost per pupil	$27 83	$30.72	$2.89	....
High Schools—Cost per pupil	26 00	26.75	.75	....

* * * * * * *

HIGH SCHOOLS.

TABLE IV.—ACADEMY.

Provincial Examination Results.

Grade.	1906. No. Enrolled.	1906. No. applied for examination.	1906. Obtained Grade applied for.	1906. Obtained some Grade.	1907. No. Enrolled.	1907. No. applied for Examination.	1907. Obtained Grade applied for.	1907. Obtained some Grade.
D	146	93	83	83	147	83	74	74
C	132	84	80	83	111	71	55	69
B	114	67	62	67	107	66	47	65
Total	392	244	225	233	365	220	176	208

	1906.	1907.
Per cent. applying for examination	62	62
" of B's obtaining grade applied for	92	71
" of C's " "	95	77
" of D s " "	90	89
" of all candidates obtaining grade applied for	92	80
" enrolled pupils " "	57	48

TABLE V.

ST. PATRICK'S GIRLS' HIGH SCHOOL.

Provincial Examination Results.

	1906.				1907.			
GRADE.	No. Enrolled.	No applied for Examination.	Obtained Grade sought.	Obtained some Grade.	No. Enrolled.	No. applied for Examination.	Obtained Grade sought.	Obtained some Grade.
D.....	51	30	13	13	49	22	15	15
C.....	30	23	20	23	29	18	13	17
B.....	16	13	13	13	19	15	13	15
Total..	97	66	46	4	97	55	41	47

	1906.	*1907.*
Per cent. applying for examination	68	56
" of B's obtaining grade applied for.....	100	86
" of C's " "	87	72
" of D's " "	43	68
" of all candidates obtaining grade applied for.....	70	74
" of enrolled pupils " "	47	42

MISCELLANEOUS.

	No examined for D.	*No. successful.*
St. Patrick's Boys' School.....	7	6
Alexandra School.....	16	12
Bloomfield "	12	10

ACADEMY.

There were no noteworthy changes in the work of the Academy during the past year.

Miss MacDonald has shown remarkably good judgment in the management of the Commercial Department. There seems to be something in the atmosphere of the room that banishes frivolity and conduces to serious, honest work. Miss MacDonald has proved pretty conclusively that it pays the student before taking up her course to secure a grade B certificate with as high marks as possible in English; otherwise her subsequent progress will be slow and unsatisfactory. The student whose commercial course is founded on a good preliminary academic course of three years, will, one year after graduation, be able to command a much higher salary than the student who otherwise graduates two years earlier. Hereafter, therefore, no student will be encouraged to enter this department until after completing the regular high school course.

HIGH SCHOOL EXAMINATIONS.

The old custom of having a public examination of the Academy was revived this year. The attendance of parents and educationists was very satisfactory. An excellent opportunity was given to the

members of the School Board of becoming acquainted with the teachers, and of forming some idea of the internal management of a very important branch of the public schools. The result would naturally be an increased interest in the high school work, a better understanding of its vital importance to the community, and of the substantial backing it has among all classes of the ratepayers.

It is, however, somewhat of a disadvantage that the regular work of the school is more or less disturbed at a critical time, so that the chances of the weaker students at the Provincial High School Examinations are lessened. If parents and members of the School Board would occasionally visit the high schools and see the pupils and teachers at their regular work, they would form clearer conceptions of the methods of teaching and management, and possibly encourage good everyday work rather than an occasional showy performance.

Premature Ending of School Life.

In 1906 I referred to the fact that 334 out of 559 high school pupils, that is about 62 per cent., applied for Provincial High School certificates; in 1907 there were only 310 out of 529, or about fifty-eight per cent. Of those who, at some time of the year, entered upon high school work there were 219, who, before the close, had either left school, or who were not prepared to be examined on the year's work. The causes for this defection of 42 per cent. of the pupils should, if possible, be ascertained, so that a remedy might be applied.

We know that many, owing to economic home conditions, are obliged to leave school at about the age of fourteen, in order to assist in that most general and fundamental of all human purposes, the providing of sufficient food and clothing. But they do so at a great sacrifice, for during the period from 14 to 17, their earning power is very small, and they lose the three most valuable years of preparation for the ordinary occupations of life. The work in which they engage is usually of such a nature that mental development is arrested, while either no manual skill is secured, or, it is in such narrow lines as actually to unfit for any new occupations; so that they are doomed for life to the lowest forms of manual labor.

It is to be feared that the greater number who leave school prematurely, or fail to get from it all they should, do so because the course of study does not sufficiently appeal to the interests, activities, and aspirations that prevail at that time of life. Frœbel tells us that "experience shows that external activity interspersed in intellectual work strengthens, not only the body, but in a very marked degree the mind, in its various phases of development. To learn a thing in life and through doing is more developing, cultivating, and strengthening, than to learn it merely through the verbal communication of ideas."

There was a time when, for the great majority, the occupations of the home gave reality to the information received at school. But, city life, and machinery, and social customs, have deprived the children of those efficiency-developing occupations, and doomed them to a lop-sided, bookish education, which fails to satisfy their natural instincts, and so they leave school. It is evident that the changes in modern conditions demand corresponding changes in our educational system. Dr. Kapff tells us that "our present school is only a 'learning' school. The school of the future must be an "education" school, in which bodily work will have its place. The secondary schools are now as much out of date as flint-locked muskets."

For the 95 per cent. who cannot, or do not prepare for the professions or for college, there comes a time when work and schooling should be combined, when, to the great advantage of the pupils, their cultural studies would be prolonged if they felt that at the same time they were becoming industrially more efficient, or if part of the day could be devoted to bread-winning occupations. This problem has been solved in the continuation schools of Germany. The tendency in the United States is shown by the rapid development of large industrial schools, where it is found that vocational training is fully as productive of discipline and bread-winning as was the older cultural course, in which studies were sometimes selected largely because they were difficult and not directly useful. In the past we have been too much engaged in teaching, not pupils, but subjects. The modern idea of education is that it should produce social and industrial efficiency in the great majority, rather than give a so-called advanced education to the few who can afford the time.

Cadet Corps.

The Cadet Corps of the Academy has had a prosperous year. It has been enlarged by the addition to it of the boys of grade IX from Alexandra, Bloomfield, Morris St., and St. Patrick's Boys' schools. Principal Morton and Mr. Logan deserve much credit for the way in which they managed the affairs of the corps, even to the minutest details. Their services were highly appreciated by the boys and by the School Board.

It is expected that hereafter the exercises will be more general in their character, consisting of fundamental physical drill adapted to teachers and to high school girls as well as to boys. As soon as the teachers are properly drilled, the simpler forms of physical exercises will be extended to the common school classes.

The mind is so dependent upon the body for its proper functioning that it becomes the teacher's fundamental duty to care for the child's health. Attention must, therefore, be paid to his physical

adjustment, to hygiene, to physical culture. It seems strange that so important and so obvious a truth should have almost entirely escaped the attention of our educationists, or at least should not have been properly emphasized by them, and that in this, as in so many other educational matters, improvements should be pressed upon us from without, rather than that they should have originated within the profession. However, it is gratifying to find that hereafter more attention will be given to perfecting the body so as to make it "the ready servant of the will," capable of doing " with ease and pleasure all the work that as a mechanism it is capable of."

I submit herewith Principal Morton's report on the Cadet Corps:

"HALIFAX COUNTY ACADEMY, January 7, 1908.

To Supervisor McKay:

The past year has been the most successful in the history of the cadet corps. The boys seemed to realize that the physical exercise involved in the drill was beneficial, and that the habits of prompt obedience to words of command and of orderly conduct were a valuable part of education.

Several of the school officials and military authorities showed their interest by being present at parades, by offering prizes for competition in shooting, and in other ways. Four companies were formed from the boys of the Academy and High School departments of the other schools, and were drilled by Sergeant-Major Lockhart, who, let me add, continues to give every satisfaction. The number of cadets has increased from year to year, and is now so large that the income from the Cogswell bequest is inadequate to meet the expenses of the corps. There are indications that the Militia Department will co-operate with the School Board and bear a share of the necessary outlay. I should like to see a full suit given to each cadet. A boy would not then be required to wear a uniform passed down to him by boys of former years. This, however, does not seem to be immediately practicable. A suggestion has been made—and I beg respectfully to call the attention of the Cadet committee to it—that a new pattern of stocking, say, a plain gray, be bought in large quantities by the School Board, and sold to the boys at cost, or even under cost. This stocking would serve for use at drill and for every-day wear, and be bought at a price no higher than that ordinarily paid. This suggestion could be acted upon now, and be taken advantage of by the boys of the next term.

Respectfully submitted,

S. A. MORTON."

The following additional interesting facts are from the *Academy Annual:*

"The prospects for this year are most encouraging. Under our two capable drill masters, the corps is showing a noticeable improvement every week, and ere the end of the season will reach a high degree of efficiency. General Drury, the officer commanding in the Maritime Provinces, and Major MacInnes, his chief staff officer, have perfected arrangements whereby drill of a somewhat different nature from what we now have will be carried out during the winter months. They propose that after Christmas half the corps take physical exercise in the military gymnasium on Cogswell Street, while the other half are practising with the sub-target guns in the Armories one week, and that the next week the two sections exchange. Most of the boys have fallen in with this proposal, and we hope that those who have not handed in their names can be persuaded to become enrolled. We should like every boy to enter of his own free will, and be regular in his

attendance upon the classes. To keep up interest in the gun practce, Major MacInnes has offered small prizes for the best shooting every fortnight. A winner will be handicapped, and thus his chance of capturing a prize a second time will be lessened. A prize, therefore, will be open to any boy capable of making a good record.

Besides this, they are providing a gymnastic class for senior cadets, conducted in the military gymnasium by Sergeant-Major Leon, on Wednesdays, from 5 to 6 p. m. About forty boys will take advantage of this class.

In this connection, let me state what is being done for the physical development of the girls. Instructors of the Royal Canadian Regiment will undertake to give physical exercises at a small cost per pupil, so small, indeed, that the School Board will likely pay the whole of it. The drills will be on Wednesday in St. Mary's Hall, and on Thursday, in the Joseph Howe Hall. The girls will be divided into two divisions, and will meet in the hall nearest their homes, or the most convenient for them. These exercises will be fifteen in number, and will begin in January.

The New High School Programme of Studies.

1. There are eight subjects in each of the first, second and third years. Of these, English and any other five subjects are imperative. In a grade IX class of 21 pupils, each pupil might have a curriculum of his own, different from that of every other member of his class, with nothing in common with the whole class except English. Grades X and XI are each capable of forming 41 different curricula. Of course anything like this would never occur.

2. "Two hours shall be given at examination for each paper." Very few pupils in grade IX can hold their attention to one subject for two hours continuously. To ask a pupil of that grade for more than one hour of sustained attention is to run the risk of injuring his health. Fortunately, very few pupils will make the attempt. Such a rule would be all right for college students.

3. "No candidate shall write upon more than six subjects of any grade." There is a great diversity of attainments among pupils. In every element that makes for scholarship, memory, reasoning power, interest, diligence, receptiveness, etc., the pupils of an average school range from A to Z. If the dullest pupil can write on six subjects, it is self-evident that the better ones can more easily write on seven, or even ten. The "lock-step" system is a great injury to our schools, as it leads to a deadening uniformity,—unduly stimulating the weaker pupils to make them keep up with the average, and keeping back the abler ones until they form habits of idleness.

4. There is no history in grade IX. In grade VII we have the leading features of Canadian history; in grade VIII an outline history of the British Empire. A large number of pupils leave school from grade IX, eventually to become citizens of Canada with practically no knowledge of civics or Canadian History. Even the

conventional value of such subjects would be of great advantage to anyone.

5. Euclidean geometry is omitted from grade IX. This would be very satisfactory if the *Mechanical Drawing*, which may be regarded as a substitute, contained more practical geometry, problems, etc.

6. The time given to English in comparison to other subjects has been reduced. It is true that it is the only subject that is made imperative, but at the Provincial Examinations there will, hereafter, be only one paper devoted to it, while in the old program two papers were required. In this change the fundamental importance of a ready command of good English, and the cultural value of the study of English Literature have evidently been under-rated.

7. Drawing is omitted from grade X. In other countries where the essential conditions of industrial success are understood, drawing receives much more attention than in our new program.

8. Physiology is omitted from grade XI. This is most unfortunate for three reasons. (*a*) "Sanitary science and the public health can be advanced only as they are supported by public opinion, which appreciates the nature of the problems involved, the frequent duty of subordinating personal liberty to the public good, and the importance of rendering hearty support to public officials in the discharge of difficult and often delicate tasks." Pupils in grade XI, after having studied physics and chemistry, are able to profit to some extent by lessons in physiology and hygienic science. Such pupils, although not numerous would, on becoming citizens, so far influence public opinion as to make it possible, even easy, for Boards of Health and civic officials to carry out hygienic regulations and improvements.

(*b*). With physiology left out of the High School Program, the spirit of the law requiring the teaching of the evils of intemperance is partly ignored.

(*c*). The most of our teachers pass through grade XI. With physology omitted from that grade they will be lacking in that knowledge of hygienic laws, without which no person should be allowed to teach. A teacher who has never studied the social and economic injuries resulting from outstanding conditions cannot properly instruct children in hygiene, nor will she cultivate in them habits of health upon which so much of their present happiness and future efficiency depends. The omission of such a subject is, therefore, very surprising.

9. Any subject, except English, may be omitted by any pupils. As our teachers receive their education in our high schools, and as they cannot take more than six subjects at the examination, they will be found lacking, some in one subject, some in another, without any necessary uniformity; for instance, a young lady wishing to teach may be totally ignorant of geometry, or of science, or of history, or know almost nothing of arithmetic. This absurd anomaly is prevented in other countries by restricting the elective principle. In the new course for the Boston schools, 40 out of 76 points necessary for a diploma are imperative. The imperative subjects include English, history, science, etc. Thirty-six poin's are optional, thus giving a good opportunity to those who wish to specialize in classics, science, or any other subjects.

There is a very common opinion that thoroughness in a few subjects is the ideal at which the schools should aim. This educational fallacy leads to a narrow, unscientific program of studies. The opposite theory, that education consists merely in acquiring knowledge, leads to a congested program, and is even worse than the first fallacy. The correct idea is thoroughness in the essentials of many subjects, outline knowledge properly correlated and organized—these outlines becoming gradually fuller and better organized as the pupil's education advances. This is the ideal to which all educational experts are tending.*

Although in some respects the new program is a reversion rather than an evolution, yet it is so much indebted to the old one that, in spite of the defects noted above, it is greatly superior to any of the programs suggested by the famous Committee of Ten.

* * * * * * * * *

Common Schools.

The usual standard of honest, faithful, steady work has been maintained by the teachers of the common schools. The traditional routine of ordinary school work was, perhaps, followed too much as a matter of course, without conscious and continuous study, effort and experiment after improved methods This is, of course, a natural tendency; any evils arising from it might be averted by a longer

*"Teach first the most salient qualities or character of things and thereafter fill in until the the content in consciouness equals the content of the thing or subject taught. Education must be not only intensive and exact, but extensive in respect of the material of knowledge. Encourage contact with all forms of existence, and promote all forms of natural activity.' S. Laurie.

course of professional training, or by a systematic series of teachers' meetings and model lessons.

There were forty departments with 60, or over 60, pupils enrolled. There were fourteen departments with over 80. The over-crowding was felt most in Alexandra, Bloomfield, Compton Avenue, and Quinpool Road schools. St. Patrick's Girls' school also had several departments with too many pupils, but the new building now gives all the needed accommodation.

BLOOMFIELD SCHOOL.

The number of pupils has increased from 427 to 498. There has been much improvement in the methods of teaching, special attention being given to the development of the social instincts of the pupils. The teachers take a friendly interest in the children's out-door sports, selecting games, and taking part in them, without in any way interfering with their spontaneity. Thus there exists between teachers and pupils a cordial sympathy that reacts most favorably in the school room.

I submit a short report from Principal Brunt regarding the school library :

BLOOMFIELD SCHOOL, January 10th, 1908.

MR. A. MCKAY, *Supervisor of Schools.*

DEAR SIR,—I submit herewith a report of our school library. Our sources of income is largely from subscriptions and concerts.

Subscriptions to date	$42.00
Concert (Spring, 1907)	30.00
	$72.00

We have spent on our library considerably over one hundred dollars. I shall send you later a complete list of books, corrected to date. A partial list is as follows:

Encyclopedia Britannica.
A three volume reference work.
Nature's Garden, Blanchard's.
Farm Weeds of Canada.
Nature Study and Life, Hodge.
Roberts' and Long's Annual Stories.
John Burrough's Works.
Complete set of Scott's novels.
Complete set of Kingsley's novels.
Complete set of Eliot's novels.
Eight volumes of Boys' Own Annual.
Three volumes of Girls' Own Annual.
All the poets in volumes of selections.
Highroads of History (four volumes).
Ralph Connor's complete works.

Eight volumes, Evelyn E. Green.
Twelve volumes, Henty.
Twenty volumes, Biography.
Stories or Arthur, Sigurd, from Chaucer, from Spencer, from Odyssey, and Iliad.

In a year and a half we have placed two hundred and eighty books in the library, and with the exception of the reference works, there is not one book that has not been taken out at least a half dozen times. (Yes, I must except some of Eliot and Scott and Kingsley, which, however, have been taken out by the teachers). The number of books taken out averaged seventy-five per week.

You have asked me to say a word or two regarding school libraries. Believing, as I do, that the school should be a centre of culture in its own community, I feel strongly that the library ought to be open to the parents and older brothers and sisters of the pupils. One man has, during the past year, read his way through Scott and partly through Dicken's.

There are two errors to be avoiding in selecting books for a school library. One consists in selecting books which, classic though they may be, are beyond the interest and comprehension of the pupils. The other is in having books of, well say, the "Pansy" type.

There should be a good dictionary, encyclopedia, and a book of synonyms; as many reference books as possible on the particular subjects of the curriculum. Poetry in small volumes of selections (the part is greater than the whole) should be placed in a prominent position, while a few books of well-written essays might be cunningly interspersed among the other books.

The root stories, as Dr. Stanley Hall suggests, should be in the hands of every boy and girl, written in easy and beautiful prose; and Iliad and Odyssey, story of the Niebelungs, Sigurd, the Arthurian legends, St. George and the Dragon, and the wonderful Norse mythology. After all, our story writers of to-day are but re-telling the old stories of love and war, tricked out in modern guise.

The primary children ought to know 'Mother Goose Nursery Rhymes,' and the best of the world's fairy-tales. Indeed, I have had Grade IX pupils confess a fondness for the old fairy stories of Puck and Titania, Oberon, and the 'Jungle Stories.' These, with well-written histories, biographies, school and adventure stories, not forgetting stories which contain neither information sugar-coated nor morals at the end, would make a fairly representative library.

When the library is selected, when it contains no book that you would not desire the boy or girl to read, adopt Ruskin's plan and turn them loose among the books. They will browse for themselves, he says, and select for themselves, more wisely, perhaps, than we could select for them.

Yours respectfully,

H. D. BRUNT."

College St. School.—The grade VIII pupils who tried for the high school passed very creditable examinations, and are now doing very satisfactory work.

Compton Av. school has ten departments, with an average of 73 pupils in each grade, but only 37 in grade VIII. This is much above the average. Yet there should be some explanation of the fact that so many leave school, not only before entering the high school, but even before completing grade VIII. Can it be that many parents have such an inadequate appreciation of the advantages of even a fairly good education that they are willing to sacrifice the

future welfare of their children for some smaller present good? In grade VI there are 50 pupils whose average age should be 10½. Yet we find that they are all over that age, and that more than half of them are over 13—the age at which they should be entering the Academy. This would seem to indicate that too much is expected of the pupils in the common schools, or that they are not sent regularly to school, or that they are exceptionally dull, or that the teachers of the primary grades should be able to secure better results.

Manual Training School,—The interest and attendance are well sustained. Mr. Parker is a good teacher, and has done much to improve the appearance of his classroom.

If the training of the Manual Training School could be extended to the older boys and girls of grades VI and VII it would be greatly enjoyed by them, and help to keep them longer in school, being better suited to their tastes, needs, and intellectual capacity than some of the traditional studies.

R. C. Orphanage.—This is a most valuable institution and most admirably managed. It feeds, clothes, educates and trains for self-support 160 homeless children, who would otherwise be a burden, if not a menace, to society. Sr. Dolorita and Miss Kelly show great ability in being able to manage successfully such a large number of pupils so varied in physical condition, temperament and mental capacity.

Quinpool Rd. School.—Miss Bowden and her assistants deserve special mention for the painstaking energy, skill and harmony which characterize their school work. The pupils are trained to habits of neatness and care for the furniture and grounds in a manner not excelled in any other school.

Medical Inspection of the Schools.

The adoption last January of a system of Medical Inspection for the Halifax schools was a most important step in advance. Its advantages are fully set forth in my report at that time. (See appendix to this report).

In May, Drs. A. R. Cunningham and F. V. Woodbury were appointed Medical Inspectors, and immediately began their work. Schools were assigned to them as follows :—

To Dr. Cunningham: Tower Road, College St., LeMarchant St., Quinpool Road, Compton Avenue, Maryville, Bloomfield, St. Patrick's Girls' and Alexandra schools.

To Dr. Woodbury: Morris St., St. Mary's Boys, St. Mary's Girls', Acadian, St. Patrick's Boys', St. Joseph's, Young St., Richmond, Africville and Albro St. schools.

A slight idea of the nature of their work may be formed from their reports for May and June. Dr. Cunningham says :

"I beg to present the following report of medical inspection of schools during May and June, 1907:

Anaemia, chiefly moderate type,—a few cases more pernicious. With poor nutrition, seemed generally proportional to lack of cleanliness.

Enlarged Cervical Glands,—a great many cases, mostly due to decayed teeth. About nine per cent. scrofulous, and recommended for treatment.

Deformities were remarkably few, showing that the children begin life with a good heredity.

Defective Vision,—i. e., less than $\frac{20}{20}$ vision. Less than $\frac{40}{40}$ vision was recommended for treatment, as well as marked cases of strabismus (squint). This is due in most cases to errors of refraction, and needs immediate treatment, before the affected eye loses its sight.

Inflamed Eyes,—due in most cases to errors of refraction or want of cleanliness. Many cases having $\frac{20}{20}$ vision could not be recommended for treatment, though probably due to hypermetropia (long sight), or a low grade of astigmatism.

Hearing. The test for this being subjective is hard to carry out, especially in small children. Here the teacher's assistance is of great value.

Cleft Palate,—no cases.

Hypertrophied Tonsils. Many cases found, but only those so enlarged as to reach the middle line were recommended for treatment.

As this is the first medical inspection of the schools ever attempted in the Maritime Provinces, and, therefore, very tentative, great care had to be exercised in recommending treatment, i. e., only when immediate attention was considered an absolute necessity. This was referred to under 'Inflamed Eyes, etc.' Such favorable comment has been heard from parents, that we hope for greater latitude in the future as regards prophylactic treatment. Even on the enclosed figures as a basis there must be at least 800 or 1,000 school children in Halifax requiring immediate attention.

The teachers have shown the utmost courtesy, and have given great assistance. It might be advisable to begin the term with a few lectures on matters medical.

Great attention is now being paid to school inspection in all civilized lands. Dr. A. H. MacKay reports an elaborate system in every city he visited in Europe. Medical journals are devoting a great deal of space to it.

Dr. Helen MacMurchy, of Toronto, who is now attending the International Convention of School Hygiene, in London, England, a short time ago wrote for data concerning the reception and results so far, of the system in Halifax. The information was supplied, showing it to be the first of the kind in the Maritime Provinces. A courteous letter of thanks was received.

A. R. CUNNINGHAM, M. D."

HALIFAX SCHOOLS.

Physical Record.

Schools: Tower Road, LeMarchant St., College St., St. Patrick's Girls', Bloomfield.

Dates: May 10th to June 28th, 1907.

Number examined, 1253.

Anæmia	44	Inflamed Eyes	92
Enlarged Glands	94	Defective Hearing	35
Cardiacal Disease	1	Defective Nasal Breathing	30
Pulmonary Disease	5	Hyp. Tonsils	122
Skin Disease	10	P. Nasal Growths	30
Deformity, Spinal	4	Under Treatment	47
Defects, Vision	103	Treatment Recommended	133

A. R. CUNNINGHAM, *Medical Inspector.*

HALIFAX SCHOOLS.

Physical Record.

Dates: May and June.
Number examined, 1,119.

Anæmia	30	Inflamed Eyes	13
Enlarged Glands	13	Defective Hearing	8
Chorea	2	Discharge, Ears	3
Cardiacal Disease	17	Defective Nasal Breathing	8
Pulmonary Disease	12	Deformed Palate	1
Skin Disease	10	Hyp. Tonsils	159
Deformed	4	P. Nasal Growths	6
Defective Vision	120	Under Treatment	36
Miscellaneous Diseases	13	Treatment Recommended	86

F. V. WOODBURY, *Medical Inspector.*

In this connection I may report that the Dental Association has offered to make a yearly dental inspection of all the Halifax schools gratuitously. Schools have been assigned to them as follows:

Dr. H. Woodbury to St. Patrick's Girls' School.
" *F. Woodbury* " St. Patrick's Boys' "
" *A. A. Merrill* " St. Mary's Girls' and Acadian Schools.
" *S. G. Ritchie* " St. Joseph's. Maryville and Good Shepherd Schools.
" *F. W. Ryan* " Richmond and Young St. Schools.
" *A. Macneil* " Morris St. School.
" *W. C. Oxner* " Tower Road and St. Mary's Boys' Schools.
" *H. H. Beckwith* " Albro St. School.
" *A. W. Cogswell* " Bloomfield and St. P. Home Schools.
" *G. H. Fluck* " Alexandra.
" *R.B.Macdonald* " Compton Av.
" *W. H. S. Gray* " Quin. Rd., R. C. Orph., and Indus. Schools
" *G.K.Thompson* " College St., LeMarch. St., and Afric. "
" *F. W. Dobson* " R. C. Orph. and part of Alex. and St. Patrick's Girls' Schools.

Their visits will begin early in the current year.

COMPULSORY ATTENDANCE.

The duties of the Truant Officer are sometimes unpleasant and difficult, requiring tact and good judgment. Mr. Anderson has been most faithful and efficient in the performance of his duties. He submits to the School Board the following report:

Gentlemen,—I respectfully submit for your information a report of my work as Truant Officer, for the year ended July 31st, 1907.

During the months of June, July, and August, I made an enumeration of all children in the city between the ages of six and sixteen.

I have visited a number of factories where children are employed, and found the Act respecting the employment of children strictly observed.

Tardiness of pupils has received a good deal of attention, and I believe some good has resulted.

During the year four hundred and forty-nine children were reported for irregular attendance, and two hundred and twenty-three for truancy. Only eighteen have been sent to the reformatories. Four parents were summoned before the magistrate for not sending their children to school regularly. In each case they were fined, which seemed to have had a good effect.

The table presented in this report gives in detail the work done during the year.

Respectfully submitted,

R. J. ANDERSON, Truant Officer."

	Children reported for Truancy.	Children reported for Irregular Attendance.	Cautionary Notices for Truancy.	Cautionary Notices for Irregular Attendance.	Notices to Principals for second Report.	Second Reports for Irregular Attendance.	Parents before Executive Committee.	Parents before Magistrate.	Parents Fined.	Children summoned before Magistrate.	Sent to Industrial School.	Sent to St. Patrick's Home.	Children on Probation.	Children found on street and returned to school.	Number of children from 6 to 16 taken at Enumeration.
September	35	47	14	43	30	2	....	..	..	2	....	....	....	12	....
October	67	141	29	108	99	6	4	..	..	6	2	....	....	13	....
November	37	58	9	66	75	17	....	..	.	9	2	3	....	8	....
December	9	41	10	65	32	7	26	2	2	2	....	....	....	....	....
January	10	45	3	30	68	17	11	..	..	1	1	2	....	5	....
February	8	30	4	36	37	10	15	..	.	1	..	1	....	2	....
March	13	18	3	25	28	10	11	2	2	1	....	2	....	3	....
April	17	34	6	25	22	6	....	..	.	5	2	1	....	11	....
May	22	24	7	27	26	11	8	..	..	6	1	1	....	17	....
June	5	5	....	....	....	....	....	.	.	....	....	....	....	....	....
July	....	6	....	3	....	....	....	.	.	....	..	....	15	....	....
Totals	223	449	85	428	417	86	75	4	4	33	8	10	15	71	8032

VACATION SCHOOLS.

The ladies of the Woman's National Council, encouraged by the success of their vacation classes at Bloomfield School in 1906, determined to extend them to the more congested parts of the city, where such work is not only more desirable but almost a necessity. One of the teachers in connection with the Grafton Park and St. Mary's Girls' playgrounds writes that " the tilts, swings, swinging chairs, sand boxes and games were a source of great amusement, recreation, and a training in good conduct and self-restraint to a daily average of about 200 children of that district. The number would have been twice as large had it been generally known that the playgrounds were freely open to the pupils of every school. The superintendent of the School for the Blind is reported to have said that he could thank the vacation school for freedom from much annoyance from idle boys that he had to endure in former vacation seasons. Again, these classes were a great boon to many mothers who went out to work through the day leaving their children in these playgrounds,

feeling that they were not only safe and happy for the time being, but actually learning something useful, and especially forming good social habits."

Holidays are anything but a blessing to poor children in crowded districts—children whose instincts for play, instead of being wisely guided into useful activities, are allowed to run riot and work mischief which will ultimately cost the city much more to repair than the vacation schools require for support.

The following report and financial statement from Miss Mary W. Ritchie will be read with much interest:

REPORT OF SUPERVISED PLAYGROUNDS, 1907.

Committee.

Convener,— Miss M. Saunders, later Miss M. W. Ritchie.

Treasurer,— Mrs. Geoffrey Morrow.

Mrs. Morrison, Allen, Wiswell, Lindsay, Wood, McNab, Baxter, Churchill; Miss E. Ritchie, Rodgers, Scott, Wallace, and Gossip.

The Supervised Playgrounds started on their second year with Bloomfield playground in charge of Miss Ford, Miss Hutt, and Miss Barnstead, who, on retiring later, was succeeded by Miss Archibald.

Grafton Park and St. Mary's Girls' School Playgrounds, under the charge of Miss Ead and Miss O'Brien; all well equipped with swings, tilts, sand boxes and games.

When possible all supplies were got from local dealers. Leaflets were sent out to such citizens as it was thought would be likely to contribute to the support of the playgrounds. Thanks are due to the 'Mail' and 'Echo' for much free advertising.

Though the season was a rainy one the attendance at the playgrounds was good. The daily average at Bloomfield was over 300, at the other two which were worked together, Grafton for boys, St. Mary's for girls, nearly 100.

Besides the children many mothers brought their babies to the Bloomfield ground, passing the afternoon pleasantly under the shade of the trees, talking to each other and watching the children at their play.

From 6 to 9 p. m. the Bloomfield playground was open to working boys and girls on alternate evenings. The young people were told that any misconduct would result in the withdrawal of the privilege, and there was no cause to complain that our kindness was abused. In this connection I may mention that the committee feel very grateful to the members of the police force, who, by their tact and good humour, helped them not a little.

A very marked improvement was noticed in the language and manners of the children attending Bloomfield playground this year as compared with last.

Several members of the committee gave much time to amusing the children in different ways, especially by telling stories and reading to them.

The children were taken to the Park on little picnics several times. At Bloomfield they were taught basket making, plain sewing, simple fancy work, and kindergarten work, and in wet weather amused in the schoolhouse with games and reading.

The playgrounds closed August 15th. There were sports for which prizes were given, the Governor kindly consenting to present them. He in turn was presented with a handsome basket made by one of the boys and filled with choice flowers. The work of the children was exhibited, and some of the baskets sold to the visitors.

There were recitations by some of the children and speeches by the Chairman of the School Board, who read a letter from the Archbishop expressing regret at his inability to be present, and his hearty sympathy with the work. Prof. Fraser also spoke, and Mrs. Dennis, Miss Ford, and several others. All the speakers considered that the work had been proved a useful and even necessary one, and that it would be a real loss should it be abandoned.

The expense of the work amounted to $509.32, of which the School Board gave $150, the public subscribed $270.61, the Women's Council $72.87, and $7.95 was made by the sale of baskets.

A detached financial statement is appended.

MARY W. RITCHIE.

FINANCIAL STATEMENT OF SUPERVISED PLAYGROUND.

Cash Received.		*Cash Expended.*		
Received by Donations through *Evening Mail* and Mrs. Morrow	$278 50	Teachers' Salaries:		
Received from School Board	150 00	Miss Ford, Supt.	$125 00	
Received from sale of Baskets	7 95	" Ead	45 00	
Received from Woman's Council	72 87	" O'Brien	45 00	
		" Hutt	45 00	
		" Barnstead and Archibald	45 00	
				$305 00
		Raffia, Duty, etc.		23 42
		Carpenter for swings, teeters, etc.		108 23
		Sand bill		20 48
		Ward Bros.		2 00
		Supplies		1 95
		Miss Ford (car fare)		2 80
		Janitors, Bloomfield & St. Mary's		15 00
		A. M. Bell & Co.		15 75
		McAlpine Pub Co.		5 00
		Prizes		3 70
		Clayton & Sons, for storing swing		2 50
		Craggs		3 48
$509 32				$509 32

HOME AND SCHOOL GARDENS.

The pupils of our public schools are greatly indebted to the ladies of the Woman's National Council for instruction and stimulus in a practical form of nature study, which calls into healthful play their motor activities. The mental development and efficiency of city children is very much hindered by the want of healthful, interesting occupations. The importance of this subject is but vaguely understood by the majority of parents, or even by teachers; and when understood it is often difficult to provide the most suitable occupations.

Dr. Bagley, the very able author of our new educational textbook, says that "*the school garden involves the factor of actual motor adjustment, so profoundly significant to adequate apperception. From the standpoint of the city child, the school garden doctrine is one of the most promising advances that have been made in present day education.*"

In order to emphasize more fully the value of the home and school garden movement, I may be allowed to quote a few sentences from Dr. G. Stanley Hall:

'Thousands of school gardens have been lately developed for lower grades, which have given a new impetus to the study of nature . . . . We really retain only the knowledge we apply . . . . By such methods many of our flabby, undeveloped, anæmic, easy-living city youth would be regenerated in body and spirit . . . . This, too, lays the best foundation for intellectual careers . . . . The hand is a potent instrument in opening the intellect, as well as in training sense and will . . . . The day of the doer, who creates, has come . . . . The brain and hand, too long divorced, and each weak and mean without the other, are henceforth to be one and inseparable, and this union will lift man to a higher level."

Intuitively the ladies heard and heeded the cry of the child:

"Give me a chance to say and do,
No greater gift I claim from you;
My heart finds neither peace nor rest,
It longs for work; work is the best."

I have much pleasure in submitting Miss Mary W. Ritchie's report of this work:

REPORT OF THE ARBOR DAY COMMITTEE OF THE HALIFAX LOCAL COUNCIL OF WOMEN FOR 1907.

Convener—Miss M. Brown, later Miss M. W. Ritchie.

Committee—Mrs. Keefe, Forbes, McCurdy, Allen, Northover, Fluck, Farquhar, Starr, Blackadar, Hutcheson and Whiston.

11,000 packets of seeds were bought from the Boston School Gardens Association and sold to the children at one cent a packet; sweet peas, nasturtiums, zinnias, mignonette, bachelor's buttons, phlox, and candytuft being the varieties.

The schools which bought most seeds, were: Alexandra, 1,389 packets; Compton Ave., 1,001; Albro, 780; St. Patrick's Girls', 773; Morris St., 648; total number of packets bought by the school children, 10,003.

Packets of nasturtium and zinnia seeds were given to the children of Acadian and Africville schools.

Received from the school children	$103
Expended for seeds	115
Balance paid by Council	12

It was observed at the flower show that some of the schools which had bought only a small number of seeds had made good use of them and given better results than others who had taken more packets.

This flower show was held in the Assembly Room of St. Paul's Hall, kindly lent by the wardens on September 7th. It was well attended and many were astonished at the brilliant display of flowers.

Nearly 500 children sent in exhibits. Though all the schools did well, it was noticed that some of the smaller schools had remarkably fine exhibits, notably Tower Road School. The exhibit from Maryville was also very fine. The improvement shown in this show over that of the year before was very marked. Prizes were given for floral drawings and compositions on gardening as well as for the best bouquet of flowers. Sixty-eight prizes were given, those for first prize for flowers being presented by the "Evening Mail." The others were given by the Woman's Council.

Eight special prizes were given by Mrs. J. C. Mackintosh to the pupils of the Acadian and Africville schools. The Acadian school sent in a small exhibit of vegetables as well as flowers.

The prize essays were given by grades. In this way some of the very good essays did not get prizes. The prize essay of one grade might easily be less good than the second best of another. The essays of Compton Avenue school were particularly good, as were those of Quinpool Road school. Ninety essays were sent in; except six, they were all good, well expressed, with hardly any mistakes in English or spelling and remarkably well written.

Many of them showed a very fair knowledge of gardening and all showed interest in it.

At the prize-giving, speeches were made by the Chairman of the School Board, by Mrs. Dennis, Dr. Bullock and Miss M. W. Ritchie.

In addition to the children's own garden, many of them had taken great interest in the school garden of their own school; particularly was this the case with Quinpool Road school.

M. W. RITCHIE.

School Savings Banks.

In my last report I gave a brief outline of the arguments for and against school savings banks. Subsequently the city teachers were asked, at a meeting called for the purpose, to give their opinions regarding the advisability of establishing such banks in the Halifax schools. The prevailing sentiment was so decidedly adverse that a motion even for a committee to obtain further information was voted down.

The School Board, however, decided that in view of their success elsewhere it would be well to judge of their merits by experience, rather than by sentiment. It was, therefore, resolved that,

"*Whereas*, in the event of the establishment of savings banks in connection with the public schools of Halifax the Bank of British North America has offered to supply the necessary stationery and book-keeping free of charge, the Executive Committee of the School Board be authorized, at the beginning of the next school year, to establish such school banks, as a part of the school work, in those schools where the co-operation of the teachers and other conditions are such as to give a fair trial of the educational value of such banks."

After a careful study of the results already obtained from school banks in England, France, Germany and the United States, I have come to the conclusion that a small part of the teacher's regular school time could not be more usefully spent than in training her pupils in practical habits of thrift and economy.

The rapid growth of school banks in those countries has been remarkable. The teachers take an active part in fostering them on account of their good moralizing effects, their tendency to improve the school attendance, and increase the interest of both pupils and parents in the schools. School banks furnish a training in those sterling virtues of self-control, foresight, and order that underlie and

are the true basis of every well-regulated career. They prevent waste of cents, and tend to prevent the formation of habits of buying candies, chewing-gum, etc. The influence of the economy is seen in all things, even in the care of clothing and school property They are a valuable business training for the teacher, and in this respect alone they are worth all they cost.

Parents frequently gain their first idea of saving, as well as the wish and courage to save, from their children's school bank.

Dr. Richards, the Diocesan Inspector of Schools for Westminster, at first opposed to school banks, afterwards said: "It has been found by experience that they produce most valuable results in all cases where they have been introduced as part of the school work; they encourage habits of thrift in the parents and their children."

Sir Patrick Keenan, head of the Education Department, Dublin, was most favorably impressed with the value of school banks, and directed his subordinates to take action in regard to them.

The English Education Department points out their educational importance as a remedy to meet the serious evils of improvidence and want that weigh heavily on the industrial classes by the early training they afford children in the practical knowledge of how to economize slender resources, how to resist temptation to needless expense, and to make reasonable provision for future contingencies. Such knowledge is calculated to protect the possessor from much trouble and humiliation, and to help him greatly in leading an honorable and independent life.

There have been some cases in which bad systems of management were adopted, and in which the work outside of school hours was imposed upon teachers, thus creating dissatisfaction. The remedy should, of course, have been an improved system; instead of this, however, specious arguments, such as the following, were sometimes devised. It was held that to inculcate thrift upon children, to teach them to save and spend wisely is to breed selfishness, to destroy the trusting disposition, the generous uncalculating impulses of childhood; to rob children of their greatest grace, to replace their light-hearted, careless gaiety with avarice, to turn them into little sordid, narrow-minded, cold-hearted economists; and then, with a flow of sentimental pity, heart-rending pictures have been drawn of the poor little things with their cheerless lives stripped of their one solace, the delights of the candy shop. But common sense tells us, and experience has proved, that the generous instincts of children, instead of being repressed, receive their best development among those who by an early and wise practice of thrifty habits have secured for themselves the means of gving what is their own.

If children, at an early age, are allowed as they have opportunity to indulge in lollypop and ginger beer, to buy thoughtlessly useless trifles that take their fancy for the time being, without a thought of others, they will form habits of selfishness, extravagance, and intemperance that will mar their future careers.

Children, even more than grown up people, need the living force of acts to give reality to words, and to ply them in school hours with abstract lessons about saving, whilst the real practical lesson of the savings bank is left to take care of itself, is likely to be as fruitful as would be the attempt to teach writing by sight only without the use of pen, ink, and paper; or singing by hearing only without the articulate exercises of their own voices.

There is scarcely any good thing that is not liable to abuse. The evils connected with school banks are very slight, while the general effect is very decidedly to train the children in foresight, in provident, thrifty habits, in the discriminating use of money, in the power of self-restraint that is helpful in meeting the temptations of later life.

In a well-managed system of school banks there should be the utmost ease and safety of mechanism, a minimum of labor and responsibility for the teachers, and a training for teachers and pupils in business habits. Where these conditions exist, it is satisfactory to find that teachers are invariably enthusiastic about the advantages of school banks, and most willing to devote a few minutes once a week to the necessary clerical work.

Respectfully submitted,

A. McKay,
Supervisor.

Halifax, 21st Jan. 1908.

APPENDIX D.

SPECIAL PROVINCIAL INSTITUTIONS.

I.—INSTITUTION FOR THE DEAF AND DUMB, HALIFAX NOVA SCOTIA, 1907,

To the Superintendent of Education:

SIR,—I beg to submit a short report of the working of this school during the year 1907. The total attendance for the year was 117. Of these 91 came from Nova Scotia, 11 from Newfoundland, 9 from Prince Edward Island, and 6 from New Brunswick.

The general health of the pupils was good, only two cases of serious illness having occurred during the year, one being a case of bronchial pneumonia and the other of influenza. Through careful nursing and faithful medical attention both children were restored to health and strength.

In the scholastic department good results have been obtained; the teachers, being mostly trained and experienced, discharged their duties faithfully and well. The successful teaching of the deaf requires, I think, greater patience and perseverance, as well as enthusiasm and human sympathy, than any other kind of teaching, and the nervous and physical strain on the teacher is correspondingly great.

For the last six months Miss W. Conrod has devoted herself, with loving patience and zeal, to the teaching of Mary Jane Veinot, who is practically deaf, dumb, and blind, the little sight left in one eye being, educationally, of no help to her. Miss Conrod has been highly successful with her little pupil, who now articulates, clearly and distinctly, about one hundred words. Seventy of these she reads from her teacher's lips, which she touches with her finger points. Altogether, she knows 180 words, 50 of them being verbs, which she uses in little sentences. It is planned that, by the end of the session, she will be able to read and write all these words in braille, or the raised characters of the blind, to spell them on the fingers, to articulate them, and to read them from the lips by finger touch. When she entered the institution she was frail and delicate, but now she is well and healthy, and as bright and happy as any child in the school.

During the session the girls received a course of lessons in Domestic Science which, it is hoped, will prove helpful to them in their home life. These lessons were also made most useful in language teaching, as the pupils were required to put afterwards, in composition formed, what the teacher said and did. A large vocabulary was thus learnt, and many phrases and idiomatic expressions peculiar to the culinary art acquired.

A large class of pupils were given instruction in drawing and painting, under Miss Collins. This is one of the classes of study in which the deaf are not so heavily handicapped, and excellent results were accomplished.

Manual training, as heretofore, has received attention, and at the recent Dominion exhibition held in Halifax, a medal was awarded the institution as testimony of the excellence of the work shown.

The physical education of the pupils has not been neglected, Sergeant Leon, the excellent instructor in physical training to the Royal Canadian Regiment, having drilled both boys and girls twice each week. The male teachers have taken a great interest in the outdoor sports of the boys, and in the various games of football played, the institution team was only defeated once, and then by a strong team from the garrison regiment.

The girls, as usual, have received instruction in housekeeping, sewing, knitting, dressmaking, etc., and the work done by them would compare very favorably with that of hearing children with all their advantages.

The work of the year was most satisfactory, the conduct of the pupils being praiseworthy, and the teaching staff co-operating with me in every way in their power.

The matron, Miss O'Brien, and her assistant, spared no pains to secure the comfort and happiness of the pupils.

Respectfully yours,

JAMES FEARON,
Principal.

To A. H. MACKAY, LL. D.,
Superintendent of Education.

II.—SCHOOL FOR THE BLIND, HALIFAX, NOVA SCOTIA

(a).—Thirty-seventh Annual Report of the Board of Managers.

INTRODUCTION.

Through a kind Providence the late Mr. William Murdock of Halifax, was prompted to bequeath the sum of £5000, Nova Scotia currency, to found a school for the blind in this Province. Through the same kind Providence the school has been blessed throughout the thirty-seven years of its existence. Its growth has been steady, its work has been effective and far-reaching, and its friends have been mindful of its needs. For all of these blessings your Board desire to acknowledge their gratitude, and to express the hope that, under God's guidance and protection, the school may continue to prove a blessing to the blind of eastern Canada.

SUPERINTENDENT'S REPORT.

The yearly report of the Superintendent will be read with interest by the friends and supporters of the school. Its details, as to the organization and work of the several departments, the efforts to improve the educational facilities of the school, and the securing of new occupations for the blind, are set forth in a clear and concise manner.

SUPPORT.

The thanks of your Board are due to the governments, legislatures, and municipal councils of the Provinces of Nova Scotia and New Brunswick, and to the governments and legislatures of Prince Edward Island and Newfoundland, for the deep interest they have evinced in the welfare of the blind, and for the liberal support they have given towards the education of those deprived of sight. Through the liberality of private benefactors your Board have been enabled to admit young blind persons from the four provinces named at the rate of $180.00 per annum, a sum far below that paid by any other province in Canada, or state in the United States, for a like purpose. The annual cost per pupil in the Ontario School for the Blind is $312.00, while it is still greater in many American institutions. It must always be borne in mind that, notwithstanding the moderate annual charge per pupil paid to this school by the Provinces of Nova Scotia, New Brunswick, Prince Edward Island, and Newfoundland, the blind youth of these provinces are enjoying educational advantages equal in all respects to those enjoyed in other countries where the charge is nearly double that made by this school.

ENTERTAINMENTS.

Since the occupation of the Assembly Hall in the new school building, the staff and pupils have enjoyed many concerts, lectures, and other entertainments given within its walls. Among these may be mentioned the fortnightly concerts of the Halifax Ladies' Musical Club, the addresses given by prominent Canadians under the auspices of the Canadian Club of Halifax, the winter course of lectures under the auspices of the Victoria School of Art and Design, and the series of Artists Concerts under the management of the Weil School of Music. The educative value of these entertainments cannot be estimated. The daily routine of school life is further varied by the organization of numerous other forms of entertainments, such as skating, coasting and sleighing parties during the winter months, and picnics and walking parties during the months of spring and autumn. The Christmas season, All Hallow Eve, and other festivals, are duly celebrated, and many a graduate of the school looks back with pleasure to the good times of his school days.

BUILDINGS.

It has been the aim of your Board to keep the buildings in thorough repair, and from time to time, to make such alterations and improvements as were deemed necessary. During the summer holidays a system of intercommunicating telephones was installed, which is proving itself to be a saver of time and climbing of stairs upon the part of matrons and housekeeper.

GROUNDS.

The grcunds are being gradually improved, and are each year presenting a better appearance. The wooden fence, extending for upwards of five hundred feet along South Park Street, has been removed, and in its place a handsome iron fence has been erected, adding greatly to the appearance of the property.

ATTENDANCE.

During the past year the average attendance of pupils has been about the same as in the preceding year. Your Board feel confident that there are still many young blind persons in Nova Scotia, New Brunswick, Prince Edward Island, and Newfoundland who are growing up without the advantages of an education. They would, therefore, urge those interested in the welfare of the blind to send to the Superintendent of the school the names and addresses of all boys and girls under twenty-one years of age who are partially or totally deprived of sight. Through the courtesy of the superintendents of education in the several provinces, the public school teachers are called upon to report semi-annually the names of all children in their respective localities, who absent themselves from school on account of

imperfect vision. While through these reports the names of many of the pupils now in the school were secured, it is evident that many public school teachers do not realize the importance of answering the questions relating to the blind which are set forth in the semi-annual returns. This is proved by the fact that pupils are frequently admitted to the school from localities where the teachers have reported that there were no blind children.

The Massachusetts State Commission for the Blind recently made a careful census of all blind persons in the state. This enumeration disclosed the fact that a number of children of schoolable age were growing up without an education. If a similar census could be made in the Maritime Provinces and Newfoundland it would probably show that there are in this country many blind children who are being deprived of the education they so much need. It is, therefore, hoped that the public school teachers will make careful enquiries in their respective localities and will send in the names and addresses of all children who are totally blind, or whose sight is so defective as to prevent their studying in the public schools. In this quest for the names and addresses of schoolable blind children, we earnestly solicit the co-operation of clergymen and physicians, and all others who take an interest in the welfare of the blind. We also look to the press of the country to help forward the movement which seeks to place the advantages of this school within reach of each and every blind child.

THE SUPERINTENDENT.

The relations between the Board of Managers and the Superintendent continue to be most harmonious and satisfactory in every respect. Dr. Fraser has the entire confidence, not only of the Board, but of all who in any way come in contact with him as administrator of the affairs of the institution.

Your Board realize that Dr. Fraser has a firm grasp of the work of every department of the school, and any change in conditions, which must naturally come from time to time in the development of a large and complex institution such as this, finds him resourceful and energetic in facing emergencies, and ready at all times to give the benefit of his experience, and to enable your Board to come to right conclusions.

It is not to be wondered at that the members of the corporation, and the public generally, take the greatest interest in the school, when they realize the place it is filling as an educational and intellectual force in this city, and throughout the Maritime Provinces. The school is doing a grand work in preparing young people, handicapped by blindness, for their life work, and it is encouraging to know that, as graduates, they are living busy, useful lives.

DOCTORS LINDSAY, KIRKPATRICK AND COGSWELL.

The attending physician of the school, D. A. W. H. Lindsay; the opthalmic surgeon, Dr. E. A. Kirkpatrick, and the dental surgeon, Dr. A. W. Cogswell, well merit the gratitude of your Board for their untiring efforts on behalf of the pupils. The work of these gentlemen is performed without remuneration, and they are ever ready to give time and attention to the pupils requiring their professional services.

BEQUESTS.

Your Board gratefully acknowledge the receipt of the following bequests: Estate of Jairus Hart, Halifax, $1000.00; estate of Miss G. B. Walsh, Halifax, $250.00; estate of J. B. Bland, Halifax, $195.00; estate of Gilbert Pugsley, Amherst, $175.00; estate of M. McGregor, M. D., Riverport, N. S., $100.00; estate of E. P. Archbold, Halifax (on account), $25.00; estate of D. Mackenzie, Antigonish (bal.), $15.70; and estate of W. P. West, Halifax (bal.), $7.94. Also estate of Jairus Hart, special bequest to building fund, $4000.00. Your Board are thankful for these bequests—first, because they show the deep interest that is being taken in the education of the blind by an ever-widening circle of friends, and second, because the receipt of these bequests enables the school to do much more for those who are deprived of sight than it would otherwise be able to do.

ACKNOWLEDGMENTS.

Your Board desire to express their thanks for the donations and thanksgiving offerings received throughout the year. They also tender their special thanks to the kind friends who have added to the pleasure of the pupils by inviting them to concerts and lectures given in the city, and to the ladies and gentlemen who have, from time to time, taken part in the entertainments given in the school.

All of which is respectfully submitted.

J. C. MACKINTOSH,
President.

To A. H. MACKAY, LL. D.,
Superintendent of Education.

(*b*).—SUPERINTENDENT'S REPORT.

C. F. FRASER, LL. D., *Superintendent.*

To President and Board of Managers of the School for the Blind:

GENTLEMEN,—The table of attendance herewith submitted shows that 168 blind persons have been under instruction during the past year, of whom 97 were males and 71 females; of these 32 graduated or remained at home, making the total number registered December 1st, 1907, 136, of whom 77 are males and 59 females. Of these, 89 are from the Province of Nova Scotia, 29 from New Brunswick, 5 from Prince Edward Island, 10 from Newfoundland, 1 from Quebec, 1 from British Columbia, and 1 from Maine, U. S. A.

TABLE OF ATTENDANCE.

	Boys.	Girls.	Adults.	Total.
Registered December 1st, 1906	75	55	6	136
Entered during the year	14	16	2	32
Graduated or remained at home.....	16	12	4	32
Registered December 1st, 1907	73	59	4	136

THE STAFF.

The school is fortunate in having as members of its staff energetic, enthusiastic, and competent officials and teachers, and it gives me great pleasure to testify to their zeal, efficiency, and loyalty.

The vacancy in our teaching staff, caused by the resignation of Miss E. J. McLean of Hopewell, N. S., has been filled by Miss Mabel G. Patterson, of Three Fathom Harbour, N. S. Miss Patterson comes to us highly recommended.

The work of Miss C. J. NcNeil of Sydney, C. B., who left the school in June last, is now being performed by two young assistants.

Miss Pearl McLeod, a graduate of the school, now fills the position of vocal teacher, made vacant by the resignation of Miss Jean Allison.

Our staff includes, in addition to those employed in the administrative department, eight literary teachers, eight music teachers, two music readers, six technical teachers, two physical instructors, three matrons, and a housekeeper.

TRAINING.

The work of the year in the several departments of the school may be briefly summed up as folows:

In the Literary Department six graded and two ungraded classes have been under instruction. The work of each grade covers a period of two years. Each grade is assigned its own school room, in which its entire work is carried on. The classes assemble at 8.15 a. m., and continue in session until 1 p. m., with recess of ten minutes between each of the five periods. The teachers move from grade to grade, in accordance with their work, following out the system in vogue in most high schools. The course covers kindergarten training, English branches, nature studies, mathematics, Latin, French, etc. The work of the ungraded classes includes the three R's, with such additional studies as are thought advisable.

In the Musical Department it has been found advantageous to grade the pupils according to their proficiency. In each grade definite instruction is given in piano technique, expression, and execution, and each pupil knows precisely what he must accomplish before he can merit promotion to a higher grade. Certificates as competent teachers are awarded to pupils who have satisfactorily covered a definite course of pianoforte study, and who have passed the required examinations in bráille notation, harmonic notation, and the theory of music. Class instruction in vocal music is given to those who possess voices capable of cultivation, and individual lessons to those who give promise of becoming soloists.

In the Technical Department pianoforte tuning, carpentry, cane-seating, brush making, and willow basket making have been taught to the boys, and the girls have received instruction in cookery, shampooing, sewing, knitting, crocheting, and reed and raffia work.

Massage is taught individually to such pupils as show an aptitude for it.

Instruction in braille shorthand and typewriting is given to a limited number of pupils.

Throughout the year the physical training of the pupils has received daily attention. The report of the instructor shows the chest and muscular development of the pupils to have been most satisfactory.

OCCUPATIONS.

The problems of the blind are many and great, but year by year these problems are being satisfactorily solved. The field of occupations for those who are deprived of sight is somewhat limited, and the problem as to how this field can be widened has received the best thought of educators of the blind. Experience has proved that the teaching of vocal and instrumental music, the tuning of pianofortes, and the practice of massage, are occupations in which thoroughly trained blind persons have proved themselves eminently successful. A limited number of blind persons have been successful

as business men, but only within the last few years have the educators of the blind realized the importance of giving their pupils special business training. Fifteen per cent. of the graduates of this school are engaged in business pursuits, and I confidently look forward to a still greater percentage becoming active business men. Our pupils receive an excellent training for business callings. They are well grounded in commercial law, and are given a thorough training in bookkeeping and business methods. At the closing examinations of the school in June last, Mr. E. Kaulback, one of the principals of the Maritime Business College, examined the graduating pupils in our commercial classes, and embodied the results in the following letter:

MARITIME BUSINESS COLLEGE,
Halifax, N. S., June 14th, 1907.

DR. C. F. FRASER, School for the Blind,
Halifax, N. S.

DEAR DR. FRASER,—I have gone very carefully over the bookkeeping and commercial law papers of the five candidates, and the results are as follows:

Names.	Law.	Bookkeeping.	Total.
Walter Day	84	90	174
Mabel Shrum	87	84	171
Evelyn Ellis	75	87	162
Edward Legere	67	94	161
John Johnson	71	60	131

We have, therefore, much pleasure in stating that we shall forward for Monday evenings closing first and second prizes for the two candidates who have led.

With very best wishes, we remain,
Yours very truly,
E. KAULBACK.

JOURNALISM.

I have often thought that the field of journalism might offer an attractive and remunerative occupation to educated blind persons. There are not wanting instances of persons deprived of sight who have made their mark as journalists. Mr. Joseph Pullitzer, editor of the "New York World," who is so well known in the journalistic field, is a notable example of the success which has been achieved by one deprived of sight.

Ten years personal experience as editor of the "Critic," published in Halifax, N. S., has familiarized me with the special difficulties which have to be met and overcome by a journalist who is blind. It has also convinced me that, with proper training, an educated blind

person could satisfactorily fill a position upon the editorial or reportorial staff of our city dailies. For some years I have conned this matter in my mind, and have looked forward to the time when this school might take a progressive step in the education of the blind by the establishment of a class for special training in journalism. Each pupil in the school receives eight years training in grammar, literature, and composition. It has been decided that the programme of work for the last two years of this course shall include a practical training in journalism. The class has been placed in charge of Miss C. R. Frame, our teacher of literature, Miss Frame has had thirteen years experience as a teacher of the blind, and her reputation as a teacher, and also as a writer, is well established. I look forward with confidence to the results of this training, and sincerely trust that our pioneer work along this line may open up to the blind in this and other countries a new and profitable occupation.

HEALTH.

It is with regret that I have to record the death, from pneumonia, of Patrick McCarthy of North Adams, Massachusetts. This young man died at the school on March 10th last, after an illness of two weeks.

During the months of January and February a light form of chickenpox made its appearance, and grippe was prevalent in the school.

With these exceptions the health of the pupils has maintained a good average throughout the year.

GRADUATES.

At the close of the school year certificates as teachers of music were awarded to the following graduates :

Louise Blaksley, Perth, N. B.
Elizabeth Mackintosh, Belle River, P. E. I.
Pearl McLeod, Halifax, N. S.
Sarah Legere, Shediac, N. B.
Evelyn Ellis, Digby, N. S.
Charles Campbell, Hampton, N. S.

Certificates as pianoforte tuners were awarded to Edward Legere, Shediac, N. B.; James Burgess, Halifax, N. S., and Walter Day, Moncton, N. B.

Two of the members of the graduating class of 1907, are now in the school taking a post-graduate course. Letters have been received from several others stating that they are meeting with success in the localities in which they are settled.

LIBRARY.

The report of the Librarian for the school year 1906-7 gives some interesting details as to our circulating library of raised print books.

"Three thousand one hundred and seventy volumes have been lent to pupils, graduates, and other blind persons, who, through the agency of our Home Teaching Society, have been taught to read in the braille point system."

"The most popular books, and those in greatest demand, have been Scott's novels—Hora Jucunda, and Recreation, the two latter containing many historical stories."

"The parts of the Bible most frequently asked for have been the Gospels, the Epistles, and the Psalms."

"Gems of poetry, published in Edinburgh under the title of the 'Craigmillar Poets,' have been very highly appreciated."

The wear and tear upon the books, especially those sent through the mails, has been very great, and the librarian intimates that a number of the volumes will soon have to be replaced.

Several donations of books, and contributions of money for the purchase of new books, have been received during the year, and for these I desire to express grateful thanks.

The circulating library has proved a blessing to scores of blind persons throughout the Maritime Provinces and Newfoundland. Many letters have been received expressing the pleasure of those who have taken advantage of it. Through the broad-minded policy of the Postmaster-General and the Parliament of Canada, raised print books are carried through the mails free of charge.

CONFERENCE.

During the latter part of August a conference of the American Association of Workers for the Blind was held in Boston, Massachusetts. Seven representatives from this school were in attendance, and delegates were present from all parts of the United States and Canada. Papers were presented dealing with the prevention of blindness, the adoption of a uniform system of tactile print for the blind, the needs of graduates of schools for the blind, etc., etc, The discussions which followed the reading of these papers proved most instructive, and gave evidence of an awakened interest in the welfare of the blind, and of a desire to promote their well-being.

Dr. Lewis, of Batavia, N, Y., delivered an able address upon the "Prevention of Blindness." He called attention to the fact that there

were many cases of blindness due to infantile opthalmia, which, with proper care, might have been prevented, and believed that the time had come for taking measures to educate the public upon this all-important matter. Dr. Lewis averred that, at least, thirty per cent. of those who are deprived of sight had become blind unnecessarily, and he urged legislators, physicians, clergymen, and other public and professional men, to unite in a campaign of education that would help to lessen the deplorable carelessness which causes so many to suffer life-long deprivation of sight.

The discussion as to the adoption of a uniform system of tactile print aroused the keenest interest. This question is one of paramount importance to those who are deprived of sight. At the present time books for the English-speaking blind are printed in the Boston Line Letter, the Moon System, English Braille, American Braille, and in the New York Point Letter. The cost of books for the blind is very great, and it is apparent that the adoption of a uniform system of printing would save the duplication of costly volumes in different types, and wouldadd largely to the available literature for each individual blind person. Each system of point or line letter has its ardent advocates, and each system possesses distinctive merits of its own. Under these circumstances it is not surprising that the war of prints, which has been fiercely waged for more than half a century, still continues to be active. A committee of the association has had the question of tactile prints under consideration for several years. In its report to the conference many statistics as to the relative merits of the several systems were given, and the results of its scientific investigations carefully collated. The committee made no suggestion as to the system to be adopted, but earnestly recommended that a strong effort be made to secure a uniform system of tactile print for the English-speaking blind. The committee seeks to obliterate sectional lines, to discount the prejudices of publishers and inventors, and to adopt the best tactile system that has yet been introduced. The general public, accustomed as they are to reading books, periodicals, and newspapers, printed in one common system, whether in London, New York, Montreal, or Melbourne, will readily appreciate the absurdity of having literature for the use of the blind printed in one or more of five different systems. It is, therefore, earnestly to be hoped that the recommendation of the special committee of the American Association of Workers for the Blind will receive the consideration it deserves, will awaken among the educators of the blind more thoughtful interest in this all-important question, and will result in the adoption of a uniform system of tactile print, whether that system be the Boston Line Letter, the Moon System, English Braille, American Braille, or New York Point.

In The Annual Report, the paper dealing with "Graduates of the Schools for the Blind and their Needs," appears in

full. It is hoped that the suggestions contained therein may be helpful to those engaged in the education of the blind.

CONCLUSION.

In bringing this report to a close I desire to thank the members of the Board for the deep interest they have taken in the welfare of the blind, for the broad-minded manner in which they have dealt with the affairs of the school, and for the kindly support and encouragement they have extended to me at all times.

All of which is respectfully submitted.

C. F. FRASER,
Superintendent.

III.—VICTORIA SCHOOL OF ART AND DESIGN.

(Incorporated 1888.)

DIRECTORS, 1907.

Ex-officio.—THE SUPERINTENDENT OF EDUCATION.
THE MAYOR OF HALIFAX.

MRS. J. MORROW,
MISS E. RITCHIE,
MR. J. E. ROY,
COL. F. H. OXLEY,
MR. D. KEITH,
MR. J. C. O'MULLIN,
MR. A. MCKAY,
MRS. CHAS. ARCHIBALD,
MR. JAMES. DEMPSTER,
MR. J. C. MACKINTOSH,
HON. SENATOR POWER.

Auditor:

J. C. MACKINTOSH.

President.....
Vice-President..... HON. SENATOR POWER.
Treasurer..... COL. F. H. OXLEY.
Secretary.....A. MCKAY.
Assistant Secretary..... MISS M. E. GRAHAM.

TEACHING STAFF, 1906-1907.

Head Master:

H. M. ROSENBERG.

Assistant Teachers:

Mechanical and Architectural Drawing.... G. R. MARSHALL, B. A.
Freehand Drawing.....MISS M. E. GRAHAM.

REPORT OF THE SECRETARY FOR 1906-07.

To A. H. MacKay, Ll. D., F. R. S. C.,
Superintendent of Education, Province of Nova Scotia.

Sir,—I have the honor to submit herewith the Financial Statement of the Treasurer of the Victoria School of Art and Design for the year 1906-07, also the report of the Head Master.

The usual annual competition for six free scholarships took place at the opening of the school in October. In addition to the six scholarships thus awarded last year's scholarships were continued for another year to some who had in their first year shown aptitude for artistic work. No student fond of art and possessed of fair talents in that respect is excluded from the school on account of being unable to pay the usual fees.

As shown by the statement of Principal Marshall, the mechanical classes were well attended. Mr. Marshall has been most successful in creating renewed interest in his department. There, of course, tuition is free to all apprentices.

Respectfully submitted,

A. McKay,
Secretary.

Halifax, 30th January, 1908.

FINANCIAL STATEMENT.

The Victoria School of Art and Design *in account with the* Treasurer.

Current Account.

Dr.

1906.			
Aug. 1.	To balance	$1283 42	
1907.			
July 31.	paid salaries to date	1370 07	
	" fuel and light	337 12	
	" advertising and printing	26 95	
	" supplies and models	40 94	
	" insurance premiums	115 67	
	" repairs	42 00	
	" city taxes	26 31	
			$3242 48

Cr.

By city grant	$ 500 00	
Provincial Government grant	800 00	
school fees collected	176 25	
rentals	348 25	
interest city consols	220 00	
balance	1197 98	
		$3242 48
Balance C. D.		$1197 98

GENERAL ACCOUNT.

Amount of Endowment Fund		$7827 40
City consols invested	$4950 00	
Bank of Nova Scotia balance	206 79	
Cost of building in excess of Building Fund	1472 63	
Balance current account	1197 28	
		$7827 40

HALIFAX, N. S., July 31st, 1907.

FRED H. OXLEY,
Honorary Treasurer.

Examined and found correct:
J. C. MACKINTOSH.

HEADMASTER'S REPORT FOR 1906-07.

October 21st, 1907.

TO THE PRESIDENT AND DIRECTORS OF THE VICTORIA SCHOOL OF ART AND DESIGN:

This, my annual report, will be brief inasmuch as the school year of 1906-7 was not remarkable. The attendance was below the average, owing to the fact that the class from the Deaf and Dumb Institution withdrew, finding it more convenient to employ a drawing teacher at home; but this did not affect the receipts as the class was non-paying. The other classes were successful in every way, the life class in painting being especially popular.

There were no accessions of money, books, pictures or objects of art, and I believe this is due mainly to the ignorance of the public to our needs. I feel sure, were they known, some of our generous citizens of Halifax would be glad to donate such things as are essen-

tial to the serious study of art, particularly books of standard merit on art.

Lectures were not given as intended, the lecturers being unable to give us dates within the limits of our year.

Respectfully,

H. M. Rosenberg, *Principal.*

There were 46 students attending, irrespective of mechanical class, some of them working in two or three classes as follows:—

Morning Class	16	Painting in Oil or Water Colors	23
Afternoon Class	17	Charcoal Class	22
Evening Class	10	Pen and Ink Class	6
Saturday Class	12	Design Class	4

REPORT OF THE MECHANICAL DRAWING TEACHER.

During the past year the Mechanical and Architectural Department of the Victoria School of Art and Design has been open eighty-five evenings. The attendance has been good, and the interest taken in the work most satisfactory. A class of ambitious students is always interesting, but when the class is composed of mature men who appreciate the information they are acquiring, it is doubly so. A large percentage of those enrolled were married men who had not been able to take a course in a technical college, but who were anxious to qualify themselves for better positions. Not a few of them had undertaken courses in correspondence schools. Judging from the last winter's work here, the technical classes to be established in Halifax the coming winter by the Provincial Government, may be expected to be very successful.

Number doing	Mechanical Drawing	10
"	Architectural Drawing	12
"	Geometrical Drawing	13
Total		35

G. R. Marshall.

IV.—HALIFAX MEDICAL COLLEGE.

For the year ended April 30th, 1907.

N. F. CUNNINGHAM, M. D. ..... *President.*
L. M. SILVER, M. B. ..... *Registrar.*
L. M. MURRAY, M. D. ..... *Secretary.*

Number of regular Professors, 20; Lecturers and Demonstrators, 10. Number of Undergraduates:—First Year, 17; Second Year, 9; Third Year, 12; Fourth Year, 5. Total students, 42—39 males, 3 females. Total number of graduates, M. D., C. M., including those who have taken diplomas from Dalhousie University, 220.

The Thirty-ninth session opens September, 1908, and will continue for the eight months following. The college building is admirably suited for the purpose of medical teaching, and is in close proximity to the Victoria General Hospital, the City Alms House, and Dalhousie College, and not far from the Halifax Dispensary. A large wing has been added to the College, supplying Histological and Bacteriological Laboratories, etc., which have been furnished with microscopes and other apparatus necessary for practical work. The recent enlargement and improvements at the Victoria General Hospital have increased the clinical facilities, which are now unsurpassed, every student having ample opportunities for practical work.

The course extends over four years, and has been carefully graded, so that the student's time is not wasted. Faculties of Dentistry and Pharmacy are being established, and arrangements made for graduation in these branches. The following will be the curriculum for M. D., C. M., degrees:—

MATRICULATION.—The preliminary examination prescribed by the N. S. Medical Act, or a recognized equivalent.

1st Year.—Inorganic Chemistry, with Laboratory work, Anatomy, Practical Anatomy, Histology, Botany and Zoology. (Pass Primary M. D., C. M., Examination, Sect. A, in Inorganic Chemistry, Histology, Junior Anatomy, Botany and Zoology.)

2nd Year—Organic and Medical Chemistry, with Laboratory work, Anatomy, Practical Anatomy, Materia Medica, Physiology, Practical Chemistry, and Practical Materia Medica. (Pass Primary M. D., C. M., Examination, Sect. B, in Anatomy, Physiology, and Chemistry.)

3rd Year.—Surgery, Medicine, Obstetrics, Practical Pathology, Hygiene, Clinical Surgery, Clinical Medicine, Pathology, Bacteriology, Practical Surgery, Practical Medicine, Practical Obstetrics, Therapeu-

tics. (Pass Examination in Pathology, Bacteriology, Materia Medica, Therapeutics.)

4th Year.—Surgery, Medicine, Gynæcology and Diseases of Children, Opthalmology, Otology, Clinical Medicine, Clinical Surgery, Operative Surgery, Practical Obstetrics, Hospital Vaccination, Medical Jurisprudence and Hygiene. (Pass Final M. D., C. M., Examination.) This degree, with the license of Provincial Medical Board, will admit to Colonial Registrar of Great Britain and Ireland.

L. M. MURRAY, *Secretary.*

V.—GOVERNMENT TECHNICAL SCHOOLS, 1906-7.

(Under the Department of Public Works and Mines.)

(Hereafter to come under the Technical Education sub-department.)

The following list shows the names of men successful at the Enginemen's Examination, held June 19, 1907, for the Province:

Wm. McGillivray	First class competency	Mabou, C. B.
Ronald McInnis	" " "	New Glasgow, N. S.
John Henderson	" " "	Inverness, C. B.
John Young	" " "	Inverness, C. B.
Alex. Quigley	" " "	Inverness, C. B.
James A. McDonald	" " "	Port Morien, C. B.
Dominique McNeil	" " "	Port Morien, C. B.
Ness Gay	" " "	New Aberdeen, C. B.
Frank Mosher	Second class competency	Walton, Hants, N. S.
John A. Chisholm	" " "	Port Hood, C .B.
James S. Quigley	" " "	Mabou, C. B.
Dan McLellan	" " "	Inverness, C. B.
John Quigley	" " "	Mabou, C. B.
W. H. Meikle	" " "	Stellarton, N. S.
Robert Wilkes	" " "	Coalburn, N. S.
William Marr	" " "	Springhill, N. S.
Walter Talbot	" " "	Port Hood, C. B.
Geo. A. McHattie	" " "	Stellarton, N. S.
James Mitchell	" " "	Stellarton, N. S.
Daniel McPherson	" " "	Lourdes, Pictou, N. S.
W. E. Mitchell	" " "	Stellarton, N. S.
Alex. Martin	" " "	Lourdes, Pictou, N. S.
William H. Smith	" " "	Westville, N. S.
Jas. W. Fraser	" " "	Thorburn, N. S.
James Randall	" " "	New Aberdeen, C. B.
Wm. K. Bent	" " "	New Aberdeen, C. B.
Robert O'Neil	" " "	Glace Bay, C. B.
Stephen A. McIsaac	" " "	Whitney Pier, C. B.
Eldridge Guthroe	" " "	North Sydney, C. B.
W. A. Giehan	" " "	North Sydney, C. B.
Frank R. Campbell	" " "	Dominion, C. B.
Charles C. McLean	" " "	Dominion, C. B.
Murray McVicar	" " "	Glace Bay, C. B.
Geo. E. McDonald	Third class competency	North Sydney, C. B.
Roy G. Moore	" " "	North Sydney, C. B.
Henry Whalen	" " "	North Sydney, C. B.
Even Prothero	" " "	New Aberdeen, C. B.

James H. Wier	Third class competency	New Aberdeen, C. B.
Robert Forsythe	" " "	Dominion, C. B.
Frank R. Fitzgerald	" " "	Syuney, C. B.
Stephen McDonald	" " "	Hawkesbury, C. B.
Adam McMillan	" " "	Sydney Mines, C. B.
Milton Lewis	" " "	Glace Bay, C. B.
Hector A. McDonald	" " "	Glace Bay, C. B.
John W. Tutty	" " "	Glace Bay, C. B.
A. C. Cameron	" " "	Port Hood, C .B.
John N. Russell	" " "	Westville, N. S.
John F. Campbell	" " "	Springhill, N. S.
George Nutting	" " "	Springhill, N. S.
John G. Rudland	" " "	New Glasgow, N. S.
Thomas Dickens	" " "	Springhill, N. S.
James Anderson	" " "	Springhill, N. S.
John D. Gillis	" " "	Port Hood, C. B.
Louis Albot	" " "	Westville, N. S.
William Austin	" " "	Thorburn, N. S.
Robert Emery	" " "	Westville, N. S.
John R. McPherson	" " "	Springhill, N. S.
John W. McLean	" " "	Joggins Mines, N. S.
Sire Allard	" " "	Thorburn, N. S.
Charles Abraham	" " "	Inverness, C. B.
John McQuarrie	" " "	Port Hood, C. B.
Aloysius J. Breen	" " "	Port Hood, C. B.
James E. Lafferty	" " "	New Glasgow, N. S.
Mark Scott	" " "	Stellarton, N. S.
Garnet Reid	" " "	Springhill, N. S.
G. R. Groggett	" " "	Springhill, N. S.
Albert Martin	" " "	Coalburn, N. S.
Felix LeBlanc	" " "	Inverness, C. B.
Edward Reynolds	" " "	Eureka, N. S.
Thomas Eccleston	" " "	Westville, N. S.
Raymond Cameron	" " "	Thorburn, N. S.
Malcolm McNeil	" " "	Thorburn, N. S.
W. A. Wilson	" " "	Coalburn, N. S.
W. C. McDonald	First class service	Stellarton, N. S.
Hugh G. McNeil	" " "	Dominion No. 4, C. B.
Hector McEacheren	Second class service	New Aberdeen, C. B.
York C. Barrington	" " "	North Sydney, C. B.
Stephen Purves	" " "	North Sydney, C. B.
Archd. D. McLean	Third class service	Broughton, C. B.
Dan. J. McVicar	" " "	Mira, C. B.
John J. McMullin	" " "	New Aberdeen, C. B.
Fred W. Martell	" " "	Glace Bay, C. B.
Garvin Tait	" " "	Sydney Mines, No. 3.
Peter DeVoe	" " "	Sydney Mines, No. 3.
John Bond	" " "	Sydney Mines, No. 3.
Patrick Peck	" " "	Sydney Mines, No. 3.
James Callend	Fireman class service	Dominion No. 4, C. B.
Asa Ferris	" " "	Springhill, N. S.
John Gelling	" " "	Springhill, N. S.
George Alexander	" " "	Springhill, N. S.
William Hall, Jr.	" " "	Springhill, N. S.
A. Rector	" " "	Springhill, N. S.
John Lynch	" " "	Springhill, N. S.
John Clarke	" " "	Springhill, N. S.
George Kay	" " "	Springhill, N. S.
Angus Chambers	" " "	Springhill, N. S.
Edwin Alger	" " "	Springhill, N. S.
Parker Marker	" " "	Westville, N. S.
Jacob Purenski	" " "	Westville, N. S.
John McKay	" " "	Westville, N. S.
William Reynolds	" " "	Westville, N. S.
Harry Francis	" " "	Westville, N. S.

The following list shows the names of men successful at the examination held for Mine Managers, Underground Managers, and Overman in August, 1907, for the Province:

D. L. McKay	New Aberdeen, C. B.	Manager.
Absolem Beaton	New Aberdeen, C. B.	"
John Murphy	New Aberdeen, C. B.	"
John J. McNeil	New Aberdeen, C. B.	"
John H. McMillan	Dominion No. 4, C. B.	"
Sidney Greer	Joggins, Cumb. Co., N. S.	"
David Rorison	Dominion, C. B.	Under-Manager.
A. W. McDonald	Glace Bay, C. B.	" "
John J. McPhee	McKay's Corner, C. B.	" "
David Gray	New Aberdeen, C. B.	" "
William Edwards	New Aberdeen, C. B.	" "
John A. McDonald	New Aberdeen, C. B.	" "
Archibald Black	Westville, N. S.	" "
Alex. Munro	Stellarton, N. S.	" "
Rod. Campbell	Lourdes, Pictou Co., N. S.	" "
Neil McLean	Stellarton, N. S.	" "
William Hamilton	Inverness, C. B.	" "
John S. Barton	Springhill, N. S.	" "
Dan McMillan	Springhill, N. S.	" "
Clifford Greenfield	Lower Cove, Cumb. Co., N. S.	" "
John J. Murphy	Glace Bay, C. B.	Overman.
Wm. E. Cook	Dominion, C. B.	"
Mark Peterie	McKay's Corner, C. B.	"
Rod. McCormick	McKay's Corner, C. B.	"
Thomas Merritt	Sydney Mines, C. B.	"
Robert Armsworth	Florence, C. B.	"
Stephen McNeil	Bridgeport, C. B.	"
Thomas McDonald	Reserve, C. B.	"
Michael McLeod	Reserve, C. B.	"
Dan. J. McMillan	Dominion No. 4, C. B.	"
Thomas M. Scott	Dominion No. 4, C. B.	"
John A. McLellan	Dominion No. 4, C. B.	"
Mark Conway	New Aberdeen, C. B.	"
Alex. J. Matheson	New Aberdeen, C. B.	"
Rod. H. McDonald	New Aberdeen, C. B.	"
Peter Callaghan	New Aberdeen, C. B.	"
John H. Robinson	New Aberdeen, C. B.	"
Hector McDonald	Chignecto, N. S.	"
Ronald Buxton	Chignecto, N. S.	"
John Vallance	Springhill, N. S.	"
Calvin Ward	Springhill, N. S.	"
James Wass	River Hebert, N. S.	"
David Gwilliams	Springhill, N. S.	"
Dan. J. McMullin	Port Hood, C .B.	"
George Blackwood	Inverness, C. B.	"
Charles Stewart	Port Hood, C .B.	"
John B. Arents	Port Hood, C .B.	"
Andrew Malcolm	Inverness, C. B.	"
George Horne	Inverness, C. B.	"
Neil P. McLellan	Inverness, C. B.	"
H. W. Wadden	Westville, N. S.	"
George W. Burney	Westville, N. S.	"
William Wright	Westville, N. S.	"
John Nelson Wooley	Dominion No. 6, C. B.	"

VI.—THE NOVA SCOTIAN INSTITUTE OF SCIENCE, HALIFAX, 1906-7.

The Nova Scotian Institute of Science begs to submit the following report on its proceedings during the session of 1906-7, which wa its forty-fifth annual session.

President—F. W. W. DOANE, C. E.

Recording Secretary—HARRY PIERS.

Part 2 of Volume XI of the *Proceedings and Transactions* has been published and distributed, and part 3 is now ready for issue, while part 4, and Vol. XII, part 1, are well advanced.

The library of the society, which is incorporated with the Provincial Science Library, received 1756 volumes and pamphlets during the year 1906. The total number of books and pamphlets received by the Science Library during the same period was 2835. The number of readers is increasing each year. A card catalogue of the manuals and general works in the library, arranged alphabetically by authors and subjects, was completed in 1906, and these books have been arranged on the shelves according to the decimal system of classification.

The King's County Branch of the Institute, Wolfville, N. S., which was organized in 1901, did not meet during the session.

Meetings were held from November, 1906, until May, 1907. The following papers were communicated during the session :

1.—" Presidential Address," by F. W. W. Doane, C. E.
2.—" Notes on Mineral Fuels of Canada," by R. W. Ells, LL. D., F. G. S. A., F. R. S. C.
3.—" Reminiscences of a Nova Scotian Naturalist, Andrew Downs," by Major-General Campbell Hardy, R. A., of Dover, England.
4.—" Halifax County Water Powers: (1) Starr Manufacturing Company's Power," by F. W. W. Doane, C. E.
5.—" Notes on the Run-off from a small Watershed, Halifax, County, by H. W. Johnston, C. E.

VII.—THE NOVA SCOTIA HISTORICAL SOCIETY, 1906-7.

President—PROFESSOR ARCHIBALD MACMECHAN, PH. D.

Recording Secretary—W. L. PAYZANT.

The following papers were read during the session of 1906-7.

1.—"The Washington Treaty of 1871," by HON. Mr. Justice Longley.
2.—"Governor Parr and the Loyalists," by James S. Macdonald.
3.—"Governor DesBarres, the first British Governor of Cape Breton, 1774-1787," by Rev. C. W. Vernon.
4.—"The History of Beausejour," by W. C. Milner.

During the year 1907 the Akins Library of works relating to history of British North America was formally transferred to the society, under the provisions of the will of the late Dr. T. B. Akins. The books in this library are now being catalogued.

VIII.—THE MINING SOCIETY OF NOVA SCOTIA, 1906-7.

President—C. J. COLL.

Secretary—H. M. WYLDE.

The following papers were read during the session of 1906-7.

1. Mine Pumping.—By P. H. Moore.
2. The Sinking and Timbering of the Allen Shafts.—By H. E. Coll.
3. Transportation.—By Robert Reford.
4. Development of an Ore-shoot in Nova Scotia.—By E. Percy Brown, B. Sc.
5. Notes on the Mining Property of the Seal Harbour Mining Co. —By T. G. MacKenzie.
6. Coal Shipping Pier.—By Hiram Donkin, C. E.
7. Some of the Causes for the Present Condition of Gold Mining in Nova Scotia.—By G. W. Stuart.
8. Review of some recent Schemes for the Classification of Coals.—By A. L. McCallum, B. Sc.
9. Coal Sampling.—by Prof. J. E. Woodman, D. Sc.

APPENDIX E.

EDUCATIONAL INSTITUTES.

I.—SUMMER SCHOOL OF SCIENCE FOR ATLANTIC PROVINCES OF CANADA.

TWENTY-FIRST SESSION, AT RIVERSIDE, NEW BRUNSWICK, 2ND TO 19TH JULY, 1907.

A. H. MACKAY, ESQ., LL. D.,
Superintendent of Education.

SIR,—I have the honor to submit the following report of the twenty-first session of the Summer School of Science for the Atlantic Provinces of Canada, which met at Riverside, N. B., July 2nd to 19th, 1907.

The session was opened by a public meeting, held in the assembly hall of the Consolidated School; ex-Governor McClelan presiding.

The interest manifested in the work by the students attending this year was very great. The closeness of application, and the intelligent appreciation shown, was a source of satisfaction to the instructors, and of profit to the students themselves. The opportunities for field work afforded by Riverside and vicinity were excellent, and advantage was taken of them by the enthusiastic band of Nature Study students present at the school. The commodious, and well-lighted and well-ventilated class-rooms of the Consolidated School added very much to the comfort of the members who daily met in them. This school is a striking evidence of the intelligence, public spirit, and progressiveness of the inhabitants of the thriving villages of Albert and Riverside.

The excursions held to the Joggins, Cape Enrage, Hopewell Cape, the Hillsboro Plaster Quarries, and other points of interest, were instructive and interesting. These excursions were provided by the residents without cost to the school.

A very interesting and profitable series of public lectures were held, which were well attended and fully appreciated by the members of the school, as well as by the residents of the villages and surrounding country. The following were the lecturers and subjects: W. W. Andrews, LL. D., Sackville, N. B.—"Three Tons of Hay to the Acre."

C. C. Jones, LL. D., Frederiction, N. B.—"What the Natural Sciences owe to Mathematics." Wm. McIntosh, Esq., St. John N. B.—"Insect Life." Miss E. Robinson, St. John, N. B.—"Personal Reminiscences of Oxford." F. H. Sexton, S. B., Halifax, N. S.—"The Significance of Technical Education in the Maritime Provinces." W. R. Campbell, M. A., Truro, N. S.—"Some Canadian Authors and their Works."

The school is indebted to the inhabitants of Riverside and Albert, for courtesies shown, especially to Hon. A. P. McClelan, Messrs. McClelan Bros., Prin. G. J. Trueman, M. A., and Hon. Mr. Osman, M. P. P., and Mrs. Osman of Hillsboro.

The next session of the school will be held at Sackville, N. B., July 7th to 24th, 1908.

Officers for the ensuing year:

President ..... PROF. W. W. ANDREWS, LL. D., Sackville N.B.
Vice-Presidents ..... L. A. DEWOLFE, M. Sc., Truro, N. S.
G. J. TRUEMAN, M. A., Riverside, N. B.
MISS ETHEL A. TANTON, Summerside, P. E. I.
Secretary-Treasurer ... J. D. SEAMAN, ESQ., Charlottetown, P. E. I.
Board of Directors .... President,
Secretary-Treasurer,
L. W. BAILEY, LL. D., Fredericton, N. B.
W. R. CAMPBELL, M. A., Truro, N. S.
W. F. KEMPTON, B. A., Yarmouth, N. S.
B. MCKITTRICK, B. A., Lunenburg, N. S

FINANCIAL STATEMENT.

Receipts.

Balance from 1906	$ 3 34	
Grant from Government of N. S.	200 00	
" " " N. B	200 00	
" " " P. E. I	50 00	
Enrolment fees	109 00	
Advertisements in Calendar	160 00	
Proceeds of entertainment	37 50	
		$759 84

Expenditures.

Calendars and other printing	$155 33	
Postage, freight, expressage and adv'ng	181 00	
Instructors, officers, and lecturers	355 41	
Class expenses and incidentals	35 98	
Balance on hand	32 12	
		$759 84

I have the honor to be,
Your obedient servant,

J. D. SEAMAN,
Sec-Treasurer.

Charlottetown, P. E. I., Nov., 1907.

II.—TEACHERS' NORMAL INSTITUTE.

ANTIGONISH, N. S., 21ST TO 25TH OCTOBER, 1907.

(Attendance, 200.)

The third session of the Teachers' Normal Institute for the counties of Antigonish, Guysboro, Inverness, Victoria, Cape Breton, and Richmond, was held at Antigonish from October 21st to 25th, 1907.

The opening meeting took place in Celtic Hall at 7.30 Monday evening, when those who had arrived were enrolled. Owing to the unusually violent storm which prevailed throughout the day quite a number of teachers were unable to be present at the first meeting; and the bad weather prevented some from attending at all who would have done so under more favorable conditions. The enrolment of the teachers who came late took place Tuesday.

As was the case at former sessions of the institute the forenoons were devoted to teaching and the afternoons to discussion of the lessons which had been taught, methods of teaching, and other educational matters.

For the teaching exercises the time table was as follows:

ROOM.	TUESDAY.	WEDNESDAY.
Celtic Hall.	9—9.10—Singing. 9.10—10—Reading, I 10—11—Geography, VIII. 11—12—Writing, III, IV.	9—9.10—Singing. 9.10—10—Reading, II. 10—11—Language, VII. 11—12—Geography, IV., V.
Convent Hall.	9—9.10—Singing. 9.10—10—Reading, II. 10—11—Lang., VII. 11—12—Geog., IV., V.	9—9.10—Singing. 9.10—10—Reading, I. 10—11—Geography, VIII. 11—12—Writing, III., IV.
College Laboratory.	9—10—Physics, IX. 10—11— " IX. 11—12—Chemistry, X.	9—10—Physics, IX. 10—11— " IX. 11—12—Chemistry, X.

ROOM.	THURSDAY.	FRIDAY.
Celtic Hall.	9—9.10—Singing. 9.10—10—Arith., VI. 10—11—Nature, IV., V. 11—12—Math. Draw., VI., VII.	9—9.10—Singing. 9.10—10—Reading, III. 10—11—Botany, VIII. 11—12—Arithmetic III.
Convent Hall.	9—9.10—Singing. 9 10—10—Reading, III. 10—11—Botany, VIII. 11—12—Arith., III.	9—9.10—Singing. 9.10—10—Arithmetic, VI. 10—11—Nature, IV., V. 11—12—Math. Draw., VI., VII.
College Laboratory.	9—10—Botany, IX. 10—11— " IX. 11—12—Algebra, X.	9—10—Botany, IX. 10—11— " IX. 11—12—Algebra, X.

In the Convent and Celtic Halls practically the same lessons were taught. A few changes were made in the teaching staff. In so far as was possible with the accommodation obtainable all those who wished to see the high school work in the college laboratory were supposed to have an opportunity to do so.

The specimen lessons were conducted by the following teachers:

Reading, I.—Miss Anna McKeough, Linwood.
Geography, VIII.—Miss Ida Macdaniel, Margaree.
Writing, III., IV.—Miss Florence Kinlay, Canso.
Reading, II.—Miss Netty J. Hartling, Spanish Bay.
Language, VII.—Miss Mary C. Macdonald, Canso (Tuesday), and Mr. William D. Cameron, Fraser's Mills (Wednesday).
Geography, IV., V.—Miss Maria A. MacNeil, Sydney.
Arithmetic, VI.—Prof. E. W. Connolly, Truro.
Nature, IV., V.—Miss Agnes Spencer, Great Village.
Mathematical Drawing, VI., VII.—Mr. Thomas Gallant, Baddeck.
Reading, III.—Miss Mary E. Dillon, Guysborough.
Botany, VIII.—Miss Frances Roy, St. Peter's.
Arithmetic, III.—Miss Lena Kennedy, Canso.
Physics, IX.—Prof. J. A. Benoit, Truro.
Botany, IX.—Mr. Ernest Robinson, Dartmouth.
Algebra, X.—Miss Ida Tompkins, L'Ardoise

In the Convent Hall singing was led by pupils of the institution. Calisthenic exercises were conducted in the other hall Thursday morning by Miss Withrow of Baddeck.

A number of prominent educationists outside the divisions immediately concerned were present during the session, and rendered very efficient assistance in the carrying on of the afternoon discussions, and those which were accustomed to take place between the different

lessons when time permitted. Among these may be mentioned Dr. A. H. MacKay, Superintendent of Education; Dr. D. Soloan, Principal of the Normal School; Mr. Vincent P. Burke, Superintendent of Schools, St. John's, Nfld.; Mr. H. H. MacIntosh, Inspector of Schools, Lunenburg, and Dr. G. U. Hay, editor of the *Educational Review*, St. John.

Tuesday afternoon the general meeting of the teachers was held in Celtic Hall. Dr. Hay talked entertainingly and at length about the lessons which he had seen in the morning. On the initiative of Mr. D. McK. Gillis a topic was introduced which seemed to evoke a large measure of interest from all present—the question which is the better system of writing to be taught in school, the slant or upright. For the former style the main champions were Messrs. D. McK. Gillis and Wm. D. Cameron. The forces in favor of the latter style appeared to be under the leadership of a number of young ladies. Among others who spoke on the matter were Supt. Burke and Inspector MacIntosh. The question seemingly is one of these concerning which much might be said on both sides. A short but very valuable and practical discourse was given by Inspector Macdonald on the proper manner in which reading ought to be taught to beginners.

Wednesday afternoon the teachers collected in the Convent Hall. By special request Mr. William D. Cameron favored the assemblage with a earned dissertation on the proper manner in which a language lesson to pupils of Grade VII ought to be conducted, and showed how he would complete the lesson taught by himself in the forenoon, which had to be cut short on account of lack of time. The discussion on this point was carried along by Mr. D. McK. Gillis. In answer to a question proposed by Mr. D. Buckles, Dr. Soloan, in a short, pithy, neat address, pointed out the various considerations by which teachers should be guided in determining when a lesson in the school room ought to end. The Superintendent of Education, Dr. Hay, and Superintendent Burke assisted in carrying on the discussion of the subjects introduced.

The meeting was again held in Celtic Hall Thursday afternoon. The Supt. of Education discoursed at considerable length on physical training and military drill in school, told what he was enabled to observe himself along these lines in European schools which he had visited during a recent trip, and outlined the work in this regard which the teachers of Nova Scotia will likely be required to undertake in the near future.

The matters dealt with Friday afternoon were largely of a business character. One of the first considered was the appointment of the members of the executive committee of the institute. Of this committee the four inspectors are members *ex-officio*; others were selected as follows:

For Cape Breton County—Messrs. F. I. Stewart, Sydney, and B. J. Macdaniel, Reserve Mines.
For Richmond County—Mr. Wm. N. Ferguson, L'Ardoise.
For Victoria County—Mr. John D. McLeod, South Gut.
For Antigonish County—Mr. Wm. D. Cameron, Fraser's Mills.
For Guysborough County—Miss Bessie G. Jamieson, Guysborough.
For Inverness County—Mr. Thomas Gallant, Baddeck.

Inspector Macneil referred in fitting terms to the death, since the last session of the institute, of Inspector John MacKinnon. Inspector Macdonald told how Mr. MacKinnon had literally died in harness, having contracted a severe cold last spring, while visiting schools in a remote part of his division, from which he never recovered. After remarks suitable to the occasion by a number of other speakers, on motion of Inspector Macneil, seconded by Mr. William D. Cameron, it was unanimously resolved that the members of the institute place on record their sincere regret at the death of Inspector MacKinnon, and their appreciation of the great loss thereby sustained by the institute, and by the cause of education in Nova Scotia; and further, that a copy of this resolution be forwarded to Mrs. MacKinnon and family.

A public entertainment was held Wednesday evening, presided over by Inspector Macdonald, Mayor of Antigonish, of which the following was the programme:

Instrumental music—Mrs. A. G. Macdonald, Mr. Allan Macdonald, and Mr. Hugh Chisholm.
Addresses by Dr. MacKay, Serperintendent of Education; Rev. Dr. Magill, Principal of Pine Hill College; Dr. Soloan, Principal of the Normal School; Mr. George H. Kyte, Barrister, St. Peter's.
Solo—Mrs. J. J. Cameron.
Addresses by Rev. D. Gillis, St. F. X. College; Mr. Ernest Robinson, Principal of Schools, Dartmouth; Mr. Vincent P. Burke, Superintendent of Schools, St. John's, Nfld; Mr. William Chisholm, M. P., Barrister, Antigonish.
Duet—Miss Minnie Foret and Mr. Adolphe Bernasconi.

The session was attended by 200 teachers. Everybody seemed to be pleased with the work done. The opening day was exceedingly disagreeable, and the weather during some of the days succeeding was not all that might be desired. These were matters naturally calculated to diminish to some degree the pleasantness of the trip for visiting members; but the hospitality of the people of Antigonish compensated as amply as possible for these drawbacks. Friday evening the ladies and gentlemen of the Town entertained the visitors at a social gathering which was in a high degree enjoyable.

The pupils for the various classes were drawn from the schools of the Town. They proved to be exceptionally bright and apt, and so responsive in class that there never was a dull moment during any lesson.

T. M. PHELAN, *Secretary.*

Dated at North Sydney, C. B. Oct. 28th, 1907.

To A. H. MACKAY, LL. D.,
Superintendent of Education.

III.—DOMINION EDUCATIONAL ASSOCIATION.

SUMMARY REPORT OF CONVENTION, 10TH TO 12TH JULY, 1907, AT TORONTO, ONTARIO.

PROGRAM.

GENERAL MEETINGS.—(In Convocation Hall.)

President—W. A. McIntyre, LL. D., Winnipeg.
General Secretary—D. J. Goggin, D. C. L., Toronto.

WEDNESDAY, JULY 10TH—

2.30 p. m. Meeting of Directors in Ladies' Reading Room, main building, University of Toronto.

8.00 p. m. Addresses of Welcome by Hon. R. A. Pyne, M. D., LL. D., Minister of Education, and R. A. Falconer, LL. D., Litt., D., President of the University of Toronto.

Replies by D. Soloan, LL. D., Truro, Nova Scotia; J. W. Robertson, LL. D., C. M. G., St. Anne de Bellevue, Quebec; T. A. Brough, B. A., Vancouver, B. C.

Presidential Address—The Nation's Need.

THURSDAY, JULY 11TH—

9.00 a. m. Canadian Universities and the State—A. H. U. Colquhoun, LL. D., Deputy Minister of Education, Toronto.

The Modern Trend of the Public High School—George H. Locke, Dean of the School for Teachers, Macdonald College, St. Anne de Bellevue, P. Q.

The Old and the New Training—James L. Hughes, Chief Inspector of Schools, Toronto.

8.00 p. m. Education for the Improvement of Rural Conditions James W. Robertson, LL. D., C. M. G., Principal Macdonald College, St. Anne de Bellevue, P. Q.

The Call of the Nation—J. A. Macdonald, Editor *The Globe*, Toronto.

FRIDAY, JULY 12TH—

9.00 a. m. The Educational Value, from a National Point of View, of the Canadian Archives—Adam Shortt, M. A., Queen's University, Kingston, Ont.
Scholarship and Service as University Ideals—F. Tracy, B. A., Ph. D., University of Toronto.
English in Schools, Its Scope and Function—William Houston, M. A., Toronto.

8.00 p. m. Illustrated Lectures by Professors in the University of Toronto. (Lantern and Laboratory.)
Liquid Air—J. C. McLennan, Ph. D. In room 16, main building.
Italian Painting, Its Origins and Developments (with lantern illustrations.)—W. H. Fraser, B. A. In West Hall.
Experimental Investigation of the Thought Process—A. H. Abbott, Ph. D. In room 17, main building.

9.15 p. m. Conversazione. Dining Hall.

SATURDAY, JULY 13TH—

9.00 a. m. Receiving and disposing of Resolutions; Election of Officers; Selection of next place of meeting; Meeting of new Board of Directors.

HIGHER EDUCATION SECTION.—(All meetings in West Hall, main building.)

President—R. A. Thompson, B. A., Normal College, Hamilton, Ont.
Secretary—W. G. Anderson, B. A. Toronto.

WEDNESDAY, JULY 10TH—

3.00 p. m. Organization.
President's Address—The Ideal High School Teacher.
Appointment of Committees.

THURSDAY, JULY 11TH—

2.00 p. m. Relation of the High School to the College—George H. Locke, Dean of the School for Teachers, Macdonald College, St. Anne de Bellevue, P. Q.
Independence of the High School—F. H. Schofield, B. A., Collegiate Institute, Winnipeg.
The True Work of the High School—A. W. Morris, M. A., Collegiate Institute, Hamilton, Ont.

FRIDAY, JULY 12TH—

2.00 p. m. High School Training as a Preparation for Life—D. Soloan, LL. D., Normal School, Truro, Nova Scotia.
English in the First Year of the High School—F. H. Sykes, Ph. D., Columbia University, New York.
Reports of Committees; Election of Officers.

INSPECTION AND TRAINING SECTION.—(Ladies' Reading Room, main building)

President—S. E. Lang, B. A., Normal School, Winnipeg.
Secretary—William Scott, B. A., Normal School, Toronto.

WEDNESDAY, JULY 10TH—

2.00 p. m. Organization; President's Address.
Position and Prospects of Manual Training in Canada—A. H. Leake, Inspector of Technical Education, Ontario.
Appointment of Committees.

THURSDAY, JULY 11TH—

2.00 p. m. The True Function of the Normal School—A. Melville Scott, B. A., Ph. D., Superintendent of Schools, Calgary, Alta.
Relation of the Normal School to Inspection—T. E. Perrett, B. A., Principal Normal School Regina, Sask.
Foundation Work in Primary Education—J. P. Hoag, B. A., Inspector of Schools, Brantford, Ont. (Joint meeting with Elementary Section in East Hall, main building.)

FRIDAY, JULY 12TH—

2.00 p. m. Why Teach Psychology to Teachers in Training, and what kind of Psychology do they need? A. H. Abbott, B. A., Ph. D., University of Toronto.
The Golden Island of Vancouver—Miss Agnes Deans Cameron, Victoria, B. C.
Art in Public Schools, with illustrations—Miss Jessie Semple, Supervisor, Toronto. (Joint meeting with Elementary Section in East Hall.)
Reports of Committees; Election of Officers.

ELEMENTARY EDUCATION SECTION.—(The East Hall, main building.)

President—E. Montgomery Campbell, B. A., McGill Model School, Montreal.
Secretary—Miss M. J. Peebles, McGill Model School, Montreal.

WEDNESDAY, JULY 10TH—

2.30 p. m. Organization; President's Address; Appointment of Committees.
The Rural School Problem in Ontario—D.D. Moshier, B. A., B. Paed., Inspector Schools, Sarnia.

THURSDAY, JULY 11TH—

2.00 p. m. Practical Manual Training—Charles F. Errett, Manual Training Inspector, Brantford.
Music in Public Schools (with class)—A. T. Cringan, Mus. Bac., Normal School, Toronto.
Foundation Work in Primary Education—J. P. Hoag, B. A., Inspector Schools, Brantford. (Joint meeting with Inspection and Training Section in East Hall.)

FRIDAY, JULY 12TH—

2.00 p. m. Home Economics—Mrs. Adelaide Hoodless, Hamilton, Ont.
Art in Public Schools, with illustrations—Miss Jessie Semple, Supervisor, Toronto. (Joint meeting with Inspection and Training Section in East Hall.)
Reports of Committees.
Election of Officers.

KINDERGARTEN SECTION.—(In room 4, main building.)

President—Miss M. E. Macintyre, Normal School, Toronto.
Secretary—Miss E. Cody, Normal School, Toronto.

WEDNESDAY, JULY 10TH—

3.00 p. m. Organization; Appointment of Committees.
President's Address—An Up-to-Date Kindergarten.

THURSDAY, JULY 11TH—

2.00 p. m. Supervision of Kindergartens, and Criticism of Student's Work—Miss Geraldine O'Grady, Supervisor of Kindergartens, Brooklyn, N. Y.
Practical Problems encountered in establishing Kindergartens in new Districts—Round Table Conference, with the following amongst other speakers: Miss Ashton, St. Catharines; Miss Tattersall, Collingwood; Miss Wilson, Dawson City; Miss L. Mason, Winnipeg; Miss Copus, Winnipeg; Miss McLeod, Owen Sound; Miss Johnston, Stratford.

FRIDAY, JULY 12TH—

2.00 p. m. Election of Officers; Report of Committees.
Development of Artistic Expression—Miss Ada Baker, Normal School, Ottawa.
What Should the Training for assistants embody?—Miss Louise Curry, Supervisor of Kindergartens, Toronto.
The Ideal Kindergarten Teacher from an Inspector's standpoint—The General Secretary.

LIST OF OFFICERS.

Honorary Presidents—The Superintendent of Education for Nova Scotia; the Chief Superintendent of Education for New Brunswick; the Chief Superintendent of Education for P. E. Island; the Chief Superintendent of Education for Quebec; the Minister of Education for Ontario; the Minister of Education for Manitoba; the Minister of Education for Saskatchewan; the Minister of Education for Alberta; the Superintendent of Education for British Columbia.

Past Presidents of the Association—Dr. G. W. Ross, Toronto; Dr. A. H. MacKay, Halifax; Dr. D. J. Goggin, Toronto; Dr. W. A. McIntyre, Winnipeg.

President—ALEXANDER ROBINSON, M. A., Superintendent of Education, Victoria, B. C.

Vice-President—JAMES W. ROBERTSON, C. M. G., LL. D., Principal Macdonald College, St. Anne de Bellevue, Quebec.

Secretary—J. D. BUCHANAN, B.A., Normal School, Vancouver, B.C.

Treasurer—WILLIAM SCOTT, B. A., Principal Normal School, Toronto, Ont.

Directors—A. P. Argue, B. A., Vancouver; A. C. Stewart, B. A., Victoria; T. A. Brough, B. A., Vancouver; A. Melville Scott, Ph. D., Calgary; E. B. Hutcherson, M. A., Regina; W. A. McIntyre, LL. D., Winnipeg; A. T. DeLury, B. A., Toronto; J. P. Hoag, B. A., Brantford; Adam Shortt, M. A., Kingston; George H. Locke, Ph. D., St. Anne de Bellevue; H. V. B. Brydges, M. A., Fredericton; A. McKay, Halifax.

FINANCIAL STATEMENT.

January 1, 1903, to May 1, 1907.

Receipts.

Balance from preceding treasurer	$ 134 22
Annual grants (6) from Government of Manitoba	600 00
Special grant for 1904 from Government of Manitoba	100 00
Grant for 1904 from Government of N. W. Territories	200 00
Grant for 1904 from Government of British Columbia	100 00
Grant for 1904 from Government of Ontario	300 00
Grant for 1904 from Government of New Brunswick	150 00
Grant for 1904 from Government of Nova Scotia	200 00
Membership fees for 1904	354 00
Grant for 1907, from Government of Alberta	100 00
Interest on deposits	75 23
	$2313 45

Expenditures.

Accounts for 1901	$ 6 25
Postage and telegrams	41 38
Advertising	83 25
Printing programmes, etc	92 35
Discounts, express orders, etc	2 80
Freight on exhibits, and cartage	14 04
Mounting exhibits, caretaking, etc.	74 80
Rent of church for public meetings	16 00
Music for public meetings	58 00
Rent of typewriter	5 85
Assistance to secretary	18 00
Allowance to secretary	300 00
Printing, binding, and distributing reports of 1904	478 83
Sundries	5 35
	$1196 90
Balance on deposit July 1, 1907	1116 55
	$2313 44

(Sgd) F. H. SCHOFIELD,
Treasurer.

Audited and found correct.

(Sgd) { ARTHUR E. HEARN,
E. A. GARRATT.

Since 1st July, 1907, the following grants were received: Nova Scotia, $150; Ontario, $500; New Brunswick, $200; Manitoba, $100, and Saskatchewan, $100.

D. J. GOGGIN,
Gen. Secretary.

Educ R 1625.1

PROVINCE OF NOVA SCOTIA

ANNUAL REPORT

OF THE

HAZARD COLLEGE LIBRARY

Superintendent of Education of Nova Scotia

FOR THE YEAR ENDED 31st JULY, 1908

HALIFAX, N. S.
COMMISSIONER PUBLIC WORKS AND MINES,
KING'S PRINTER.
1909.

McALPINE PUBLISHING CO., LTD., HALIFAX, N. S.

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[illegible] 19[illegible]

The Superintendent.

EDUCATION OFFICE,

HALIFAX, 8th February, 1909.

S .—

I have the honor to submit herewith, to be laid before His Honor the Lieutenant-Governor, my report on the Public Schools of Nova Scotia for the School year ended 31st July, 1908.

I am, with respect,

Your obedient servant,

A. H. MACKAY,

Superintendent of Education.

To the HON. GEO. H. MURRAY,

Provincial Secretary.

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PART I.

GENERAL REPORT, 1908.

ANNUAL REPORT

ON THE

PUBLIC SCHOOLS OF NOVA SCOTIA

1907-1908.

To the Honorable Duncan Cameron Fraser, Ll.D.,
Lieutenant-Governor of Nova Scotia.

May it Please Your Honor,—

I beg in accordance with the law, to submit my Annual Report on the Public Schools of the Province for the School Year ended 31st July, 1908.

For much detail otherwise necessary in an annual report, I submit as supplementary, the April and October issues of the *Journal of Education*, sent free according to law to every board of public school trustees in the province. They contain, among other information, the names of the teachers employed in the schools, the amount of the provincial aid paid each, the amount of the municipal fund paid each section, the names and classes of the teachers licensed and of the graduates of the Normal College, the names and standing of those who obtained "pass" certificates of the four provincial High School grades, the provincial Examination Question papers, the courses of study for various kinds of schools, and the latest amendments of the school law.

Before dealing with the details in order, it may prove convenient to summarize the more significant features of the school year, which has been one of unusual activity and advancement in nearly every department.

Without taking account of the new technical schools, the regular public schools enrolment increased by 98, the average time the schools were in session increased by more than six days, the days attendance of pupils increased by more than 692,000, the average attendance increased 2.3 per cent., the number of sections without school decreased by 30, and the number of schools increased from 2,465 to 2,516—an increase of 51.

Under the new technical sub-department, 649 attended the Coal Mining schools, 231 Engineering schools, and 429 the evening Technical schools—the three divisions totaling 1,309 students.

The Nova Scotia Technical College is rapidly approaching completion, as the reproduced photograph on another page shows.

Other new institutions of great future promise were the Summer or Vacation school at Truro under the auspices of the Normal and Agricultural Colleges; the physical training classes for teachers at Truro, Sackville, Halifax, and other centres where asked for; and the organization of a Kindergarten Course in the Provincial Normal School.

The other special schools, Mechanic, Domestic and Rural Science schools, Government Night schools, and Evening schools maintained approximately their average activity.

The great majority of the school sections responded to the call for increased salaries to trained teachers who are still leaving us for the West, and for other occupations at home. Many made no improvement, however.

The Provincial Aid to teachers was increased by more than $25,000, which with the annuities which may be qualified for, tends to make the teaching profession more attractive than heretofore.

The periodical Medical and Dental examination of pupils has been most successfully carried out in Halifax, with results of profound importance to the health, usefulness and life of hundreds of young children, and universal satisfaction to the public. In other progressive centres of the province this new law is beginning to be taken advantage of.

Following the recommendation of the Advisory Board the high school program has been simplified; and the Provincial Educational Association's committee is revising the common school program.

The colleges have agreed to affiiliate with the Nova Scotia Technical College, so as to do the first two years work of each of the courses; and the Advisory Board has recommended a scheme of co-ordinating the work of the various colleges to provide for scholarly County Academy Headmasters.

The number of high school examination candidates jumped up from 4,047 in 1907, to 4,637, an increase of 590. The increase from 1,506 in 1893 to 4,637 in 1909 is very remarkable, when we consider that the examinations are voluntary.

The series of four special Readers for use in the French schools have been satisfactorily completed, and a special visitor for the schools has been appointed.

310 schools with an average of about seven pupils have been kept open, which is evidence of the efforts of Inspectors and parents to keep schools open everywhere, and of the adaptability of our general school law to the poorest section which makes any reasonable effort to keep school going. Several schools were kept open in sections with only three or four scholars. Except in three or four counties there are now very few school children who are not in attendance at, or within the reach of, the schools adjoining the so-called closed school sections.

Definition of Terms.

The following definitions will be useful to those not acquainted with their technical sense in Nova Scotian statistics. Something of the kind has been indicated to be desirable in education reports by the Federal Conference on Education within the Empire, which met in London, May, 1907.

Division, the territory in charge of a school inspector—an inspectorate—12 in the province.

District, the territory under the jurisdiction of a Board of District School Commissioners, 33 in the province, having jurisdiction now mainly in the determination of the bounds of the school section, the inspector being secretary of each board within his division.

Section, the self-governing school territory, in rural regions normally about four miles in diameter, administered by a board of three trustees serving three years, one of whom is elected in place of the retiring trustee at the annual meeting of ratepayers who vote supplies to be levied on the section. Incorporated towns and cities are school sections whose Boards of School Commissioners are composed of representatives from their respective councils and appointees by the provincial government.

Schools, departments presided over by one teacher, whether there are one or more departments (class rooms) in the same *school building*. A "school" represents a teacher in charge of a full class of pupils, in a *school room*.

Ungraded or "miscellaneous" schools are those found as a rule in the less populous rural sections, with only one *teacher* or with a *teacher* and an *assistant* who merely aids the teacher. A teacher with one, or even two *assistants*, make only one *school* in the sense used in the statistics. In a school building with one *principal* and ten subordinate *teachers*, and none or several assistants, there are normally *eleven* schools, the principal having his own "school." Such a school would be a graded one, of course. Sometimes the members of a staff of teachers exchange classes; but when each teacher does full work, and keeps the register of one full class, there is a school for each "teacher."

Common School Grades, are the grades of *public* school work prescribed for the first eight years with pupils averaging from 6 to 14 years of age.

High School Grades, are the grades of *public* school work prescribed for the next four years of study, with pupils averaging from 14 to 18 years of age. The provincial program for these grades is wider than the curriculum for any pupil who is allowed wide options.

A County Academy is the high school, generally in the shire town, which is open free to all within the county who have passed the academy entrance examination (on the syllabus of Grade VIII), for which it receives an extra provincial grant, called the academy grant. There are many high schools superior to several of the county academies. Pupils are allowed to do high school work even in ungraded rural schools when the teacher and trustees arrange for it.

The Classes of Teachers are four, also known as D, C, B, and A, having respectively at least the scholarship of grades IX, X, XI, and XII, plus professional training, and when engaged in teaching in approved common schools

receiving respectively, $60, $90, $120, and $150 per annum as *Provincial Aid*. Class A teachers in specified positions in approved high schools or academies, receive $180; the principal $210.

The Provincial Aid above described is paid semi-annually from the Provincial Treasury on the report of the inspectors.

The Municipal School Fund is formed by levying on the property of a municipality an amount equal to at least 35 cents per head of the population. It is distributed to each board of school trustees on the order of the superintendent at the rate of $25 for every teacher employed, and the balance, the major portion, in proportion to the days' attendance of the pupils in each school section.

Sectional Assessment denotes the amount voted by the ratepayers of a school section, to be levied on it as prescribed by law, for the support of school. This is supplemented as shown above by the municipal fund, and is aided by the provincial grant to the teacher. The sectional assessment is the main support of the school, amounting on the average to about twice the provincial and municipal aids combined.

The Percentage of annual enrolment daily present is calculated on the number who attended any time during the year, and hence is comparatively low, 58.2 for the present year. This does not necessarily imply blameable irregularity of attendance, for it includes the older boys and girls who attend school when opened in August until they obtain employment in their life work, those who attend school for the winter months when employment may be slack, and the large number of young pupils who attend for the first time in May until the year closes at the end of June.

The better measure of regularity of attendance is the *Percentage of those on the roll during the quarter in daily attendance*. In all the schools of the province this was last year 69.8 per cent.

In the County Academies these two percentages of attendance were respectively 75 and 84.3. Were the percentage on the roll in attendance calculated for each month, or each week, as it is done in some countries, it would show a correspondingly higher rate of regularity of attendance.

The omission of the average annual attendance of the total enrolment in educational statistics, is a serious defect, making comparative studies between countries impossible. The quarterly, or perhaps monthly percentages should also be given, in order to throw light on the regularity of those then on the roll and who should be daily at school. The percentage of attendance on the monthly rolls would give for all the schools of the province over 70 per cent.; for town schools, over 80 per cent., and for many of the academies and other leading high schools, over 90 per cent.

STATISTICAL ABSTRACT.

1.—Sections.

	1907	1908	Increase	Decrease
School Sections in Province..	1830	1816	....	14
Sections without School..... ...	167	137	....	30

2.—Schools (Public).

Schools in operation.....	2465	2516	51	....
" session under 50 days....	18	18	....	....
" " 50 dys, und'r 100 dys	38	47	9	....
" " 100 " " 150 "	99	116	17	....
" " 150 " " 200 "	592	334	....	258
" " 200 " " full term	964	1199	235	....
" " full year	754	802	48	....
Average days in session.....	193.3	199.5	6.2	....

3.—Teachers (Public Schools).

	1907	1908	Increase	Decrease
Number of Teachers	2626	2664	38	....
" " Normal trained	1033	1013	....	20
Class A Male Teachers	61	64	3	....
" A Female "	26	25	....	1
" B Male "	101	96	....	5
" B Female "	439	434	....	5
" C Male "	105	107	2	....
" C Female "	969	1023	54	....
" D Male "	87	88	1	....
" D Female "	838	827	....	11
New Teachers	481	505	24	....
Teachers, service 1 year or under	688	759	71	....
" " 1 to 2 years	332	346	14	....
" " 2 to 3 "	282	281	....	1
" " 3 to 4 "	201	208	7	....
" " 4 to 5 "	183	170	....	13
" " 5 to 7 "	283	251	....	32
" " 7 to 10 "	201	195	....	6
" " 10 to 15 "	181	179	....	2
" " 15 to 20 "	112	105	....	7
" " 20 to 30 "	123	122	....	1
" " 30 years and over	40	48	8	....

4.—Attendance (Public Schools).

Pupils on Register 1st q'tr	84,585	81,989	.....	2,596
" " 2nd "	91,391	90,336	.....	1,055
" " 3rd "	94,011	93,587	.....	424
" " 4th "	99,836	100,017	181	....
Av'ge daily attend'ce, 1st q'tr	60,677	57,634	.....	3043
" " 2nd "	56,224	57,021	797	....
" " 3rd "	51,555	57,002	5,447	....
" " 4th "	59,306	59,379	73	....
Total days attend'ce for year	11,332,238	11,994,848	662,610	....
" in school year	208	215	7	....
Percent. of annual enrolm't.	57.1	58.2	1.1	....
Average of qrtrly percentages	67.5	69.8	2.3	....

5.—Classification of Pupils (Public Schools).

Grade I (and Kindergarten)	24,559	24,953	394	....
" II	11,783	11,791	8	....
" III	12,272	11,645	.....	627
" IV	12,686	12,190	.....	496
" V	11,020	11,424	404	....
" VI	8,690	8,902	212	...

	1907	1908	Increase	Decrease
Grade VII	6,158	6,287	129	....
" VIII	5,193	5,000	.....	193
Total in Common School Grades.	92,361	92,192	.....	169
Grade IX	4,378	4,668	290	....
" X	2,117	2,021	.....	96
" XI	1,038	1,089	51	....
" XII	113	135	22	....
Total in High School Grades.	7,646	7,913	267	....
Total in Public Schools	100,007	100,105	98	....
Wrote at High School Exam.	4,047	4,637	590	....
Passed in Grades written for.	2,085	2,250	165	....
Full Acad'ic High Sch'l Pupils	1,780	1,835	55	....
Full Non-Academic High School Pupils	4,589	5,120	531	....
Partial High School Pupils..	1,277	958	.....	319

6.—Pupils in Technical and Government Night Schools.

Government Night Schools..	452	271	....	181
Coal Mining Schools.....	.....	649	649	....
Engineering Schools.....	.....	231	231	....
Evening Technical Schools ..	.....	429	429	....
Total in Technical and Gov't Night Schools	452	1,580	1,128	....

7.—Section Statistics.

Property in Section..	$102,070,302	$104,313,422	$2,243,120	.....
School Property.....	2,146,157	2,205,411	59,254	.....
Vote at Annual Meet'g	616,430	666,590	50,160	.....
Buildings and repairs	87,655	62,880	.....	$24,775
Maps, charts, globes, &c	9,342	9,595	253	.....

8.—Total Expenditure (Public and Technical Education Dept.)

Prov. Aid Public Schools ..	$277,415.53	$305,612.45	$28,196.92
" " Technical " ..	.....	29,972,25	29,972.25
Municipal Funds....	146,958.87	147,129.52	170,65
Sectional Assessment... .	616,430.54	666,590.12	50,159.58
Total Public and Technical Education.....	$1,040,804.94	$1,149,304.34	$108,499.40

9.—Total Provincial Expenditure for Education under all Departments.

Provincial Expenditure (Department of Education—Public Schools)	$305,612.45
Provincial Expenditure (Department of Education—Technical Schools)	29,972.25
Construction Account Nova Scotia Technical College—(Department of Public Works)	43,196.45
Estimated Expenditure for Education Nova Scotia Agricultural College (Department of Agriculture)	23,000.00
Total Expenditure out of Provincial Treasury for Education, 1907-8	$401,781.15
Total Expenditure out of Municipal Funds for Education, 1907-8	147,129.52
Total Expenditure out of Sectional Funds for Education, 1907-8	666,590.12
Grand total Expenditure for Education, year 1907-8	$1,215,500.79

10.—Enrolment and Average Attendance of Pupils (Public Schools).

Total annual enrolment	100,007	100,105	98	....
Daily present on an average	57,173	58,343	1170	....

11.—Miscellaneous.

	1907	1908	Increase	Decrease
Teachers' licenses issued	771	761	....	10
M. P. Q. certificates	648	455	....	193
Mechanic Science pupils	1,985	1,824	....	161
Domestic " "	1,715	1,610	....	105
School libraries	245	247	2	....
Value of libraries	$24,072	$24,255	$183	....
School gardens	81	46	...	35
In Military Cadet Corps	287	386	99	....
Teachers in Graded Schools	1,029	1,060	31	....
Pupils in Graded Schools	51,354	52,598	1,244	....
Teachers in Ungraded Schools	1,597	1,604	7	....
Pupils " "	48,653	47,507	....	1,146
Pupils in Coal Mining Schools	.....	649	649	....
" " Engineering Schools	.....	231	231	....
" " Evening Technical Schls	.....	429	429	....
" " Agricultural College	.....	40	40	....
Total in Technical Schools	.....	1,349	1,349	....
Total Pupils in Public and Technical Schools	100,459	101,725	1,266	....

HISTORICAL AND COMPARATIVE STATISTICS.

The historical and comparative statistics given in the following tabulations are of general interest, and explain themselves without the aid of comment:

CONSPECTUS OF PUBLIC SCHOOL STATISTICS

(A) Before the Free School System.

Year.	Average No. of Teachers, Winter and Summer.	Average No. of Pupils enrolled, Winter and Summer.	Local Funds, $4 = £1.	Provincial Grants, $4 = £1.	Total Cost of Schools.	Annual Cost per Pupil "enrolled."	Remarks.
1820	.....	.....	.....	.....	$ 34,720	.....	Common Schools only
4	217	5,514	.....	.....	.....	.....	
8	.....	6,639	.....	.....	.....	.....	
9	.....	12,000	.....	.....	.....	.....	
1831	375	12,941	$ 48,792	.....	.....	.....	
2	423	11,771	31,367	$ 7,338	38,705	$3 29	
3	457	13,161	57,602	16,628	74,230	5 64	
4	444	12,573	37,468	17,865	55,333	4 40	
5	530	15,292	49,813	27,323	77,136	5 04	
6	550	16,000	60,000	28,000	78,000	4 88	
1841	648	20,910	.....	.....	.....	....	Common and High Schools.
2	854	29,382	83,973	36,112	120,095	4 09	
3	939	29,723	92,272	24,396	126,668	4 26	
4	935	30,979	88,190	36,255	124,445	4 02	
6	1001	33,960	79,828	37,712	117,540	3 46	
7	1041	34,729	93,172	43,394	136,566	3 93	
1850	896	25,328	100,556	42,368	142,924	5 64	J. W. Dawson.
1	878	20,579	93,611	42,675	136,286	4 61	"
2	967	32,762	107,107	47,982	155,389	4 74	"
....	.....	.....	.....	.....	.....	.....	
4	907	31,010	103,608	46,642	150,250	4 85	M. & R.
....	.....	....	.....	.....	.....	.....	
6	....	31,307	104,047	42,355	146,402	4 68	A. Forrester.
7	1002	34,356	128,222	53,519	181,741	5 29	"
8	1127	33,742	129,672	53,319	182,991	5 42	"
9	1061	35,581	135,041	46,891	181,932	5 11	"
1860	1059	35,293	121,873	45,742	167,615	4 75	"
1	1043	33,652	129,775	46,833	176,608	5 25	"
2	1092	36,087	129,999	47,888	177,887	4 93	"
3	1072	37,483	130,664	45,472	176,136	4 70	"
4	1112	35,405	115,226	47,930	163,156	4 61	T. H. Rand.

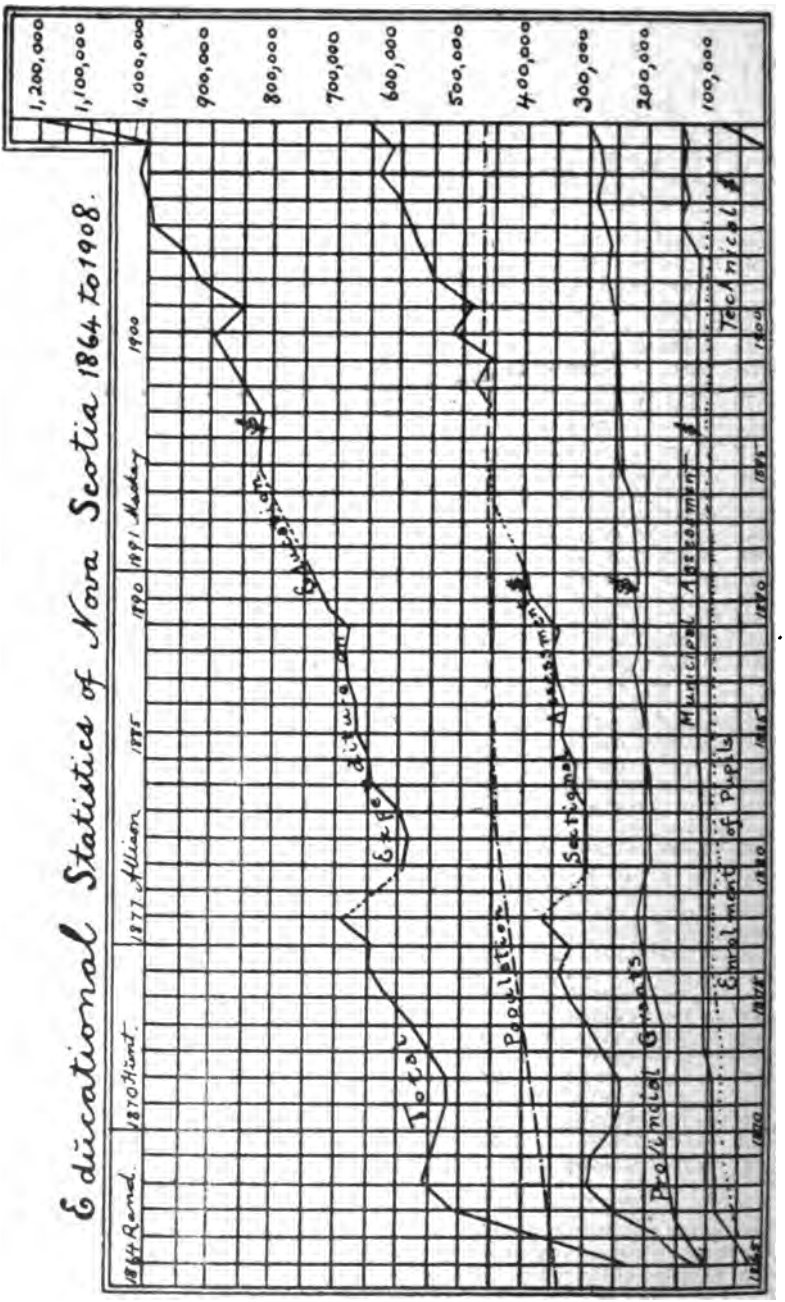
(B).—Under the Free School System.

Years.	Av. No. Teachers, W and S. Terms.*	Average enrolment of Winter and Summer Terms.*	Daily present on an average.	Av. % of enrolments in Daily Attendance.	School Section Assessments	Municipal Assessment.	Provincial Grants.	Total Cost of Public Education.	Annual Cost per Pupil in Daily Attendance.	Remarks.	
1865	916	39.461	23,572	60.0	$124,673	.....	$ 93.263	$217,936	$ 9 25	Rand.	
6	1059	50,574	29,239	57.8	176,252	$ 55.462	136,821	368,535	12 60		
7	1310	65,896	36,943	56.1	262,913	91,477	162,000	516,390	13 98		
8	1390	68,612	39.781	58.2	298,659	91,958	164,750	555,367	13 98		
9	1515	74,130	43,078	58.1	286,754	91,760	167,387	545,901	12 67		
1870	1569	75,279	42,177	56.0	266,160	91,762	174,602	532,524	12 62	Hunt.	
1	1620	75,995	43,612	57.4	247,209	91,762	176,174	515,145	11 81		
2	1592	73,638	40,806	55.4	245,759	95,461	171,395	512,615	12 56		
3	1924	74,297	41,392	55.3	265,274	105,029	165,562	535,865	12 94		
4	1658	76,277	44,143	55.0	287,349	107,301	175,013	569,663	12 90		
5	1775	79,123	44,229	55.3	320,130	107,396	185,565	613.091	13 86		
6	1810	79,813	45,373	56.3	338,838	106,781	194,605	640.224	14 11		Semi-Annual Terms.
7	1888	82,364	46,690	56.8	324,550	106,833	204,266	635,649	13 61	Allison.	
8	1954	82,846	48,951	59.0	368,282	106,920	208,115	688,317	13 96		
9	1985	82,998	45,857	55.4	.....	107,181	205 575	.....	.....		
1880	1809	76,393	42,580	55.7	281,561	107,181	196.217	584,959	13 74		
1	1881	78,828	43,461	55.1	286,086	106,695	185,519	578,300	13 31		
2	1932	79,042	43,746	55.3	290,564	106,949	184,627	582,140	13 31		
3	1961	80.477	45,650	56.7	316,477	120,340	186,088	622.905	13 65		
4	2014	82,153	47,280	57.5	314,172	120,345	191,124	625,641	13 23		
5	2051	84.025	48,398	57.8	334,044	120,328	199,188	653,560	13 50		
6	2111	85,714	51,142	59.6	321,954	120,377	209,834	652,165	12 75		
7	2143	85.474	50,055	58.5	337,216	119,047	216,085	672,348	13 43		
8	2153	84,534	48,707	57 6	346,314	118,485	211.196	675 995	13 88		
9	2182	84,429	50,038	59.2	341,716	118,281	212,922	672.919	13 45		
1890	2214	85,482	49,620	58.0	377.529	118,349	213,434	709,312	14 29		
1	2229	83,548	49,347	59.0	393,077	118,301	213,906	725.284	14 69	MacKay.	
2	2268	85,077	50,975	59.8	410,017	120,127	216,430	746,574	14 65		
3	2319	94,899	50,103	52.8	413,448	89,623	166,040	669,111	13 35	(¾ year*).	
4	2351	98,710	51,152	51.8	454,200	120.507	220.436	795,143	15 54		
5	2399	100,555	54,006	53.7	453,144	119,900	238,760	811.804	15 05		
6	2438	101,032	54,015	53.4	450,972	120,018	242,345	813.335	15 05		
7	2485	100,847	54.922	54.4	448,263	119,602	242,811	810.676	14 76		
8	2510	101,203	57,771	57.0	473,104	119,869	245,837	838,810	14 52		
9	2494	100,617	55 919	55.5	447,906	120,082	246,462	814,450	14 56		Annual Terms.
1900	2557	100,129	56,224	56.1	519,620	119,923	248,309	887,852	15 79		
1	2492	98,410	53,643	54.5	470,108	119,876	254,778	844,762	15 75		
2	2492	99,059	55,438	55.9	538,851	117.376	257,616	913,843	16 48		
3	2494	98.768	55,213	55.9	552,350	121,016	263.092	936,458	16 94		
4	2441	96,886	54,000	55.8	569,745	146,982	268,904	985,031	18 24		
5	2566	100,252	56,342	56.3	576,560	145,627	271,657	993 844	17 64		
6	2578	100,332	59 165	58.9	655,705	147.088	270,925	1073,720	18 15		
7	2626	100 007	57,173	57.1	616,430	146,958	277,415	1040.805	18 20		
8	2664	100,105	58,343	58.2	666,590	147,129	305,612	1119,332	19 18		
†'08	..	.....	.....	...	.....	.....	401,781	1215,500	20 37	†	

*In 1893 the transition was made from the school year of *two* terms ending on the 31st October to the school year of *one* term ending on the 31st July. This school year, therefore, consisted of the nine calendar months from the first of November to the 31st of July, 1893. From this date the *second* column of the table above gives the "No. of Teachers during the year," and the *third* column gives the "Annual Enrolment."

Curves of the more important of these statistics are shown on the next page.

†These are the figures including the expenditure on Technical Education.



There are some errors in the curves which cannot be corrected this year. The Sectional Assessment curve during the last two years should be in the two spaces next above, for instance.

SCHOOL EXPENDITURE PER CAPITA OF "AVERAGE ATTENDANCE" IN THE UNITED STATES OF AMERICA, NOVA SCOTIA AND ONTARIO, FOR THE SCHOOL YEARS ENDED AS FOLLOWS:

YEAR.	The United States.	North Atlantic States.	South Atlantic States.	South Central States.	North Central States.	Western States.	Nova Scotia.	Ontario.
1871..	$15 20	$18 31	$10 27	$ 9 06	$14 87	$21 87	$11 81	.....
1872..	15 93	18 86	10 46	9 08	16 36	23 57	12 56	$11 55
1873..	16 06	19 89	9 25	8 39	16 53	25 04	12 94	.....
1874..	15 85	19 89	9 01	7 55	16 57	24 36	12 90	.....
1875..	15 91	20 17	9 98	7 51	16 60	26 85	13 86	.....
1876..	15 70	19 14	8 65	6 70	16 91	26 35	14 11	.....
1877..	14 64	17 89	7 68	6 25	15 93	24 69	13 61	14 23
1878..	13 67	16 55	7 21	5 98	15 08	25 82	13 96	.....
1879..	12 97	16 05	6 76	5 65	14 22	23 39	.....	.....
1880..	12 71	15 64	6 60	5 40	14 39	22 59	13 74	.....
1881..	13 61	17 14	7 22	5 72	15 19	23 81	13 36	.....
1882..	14 05	17 35	7 63	6 25	15 79	24 32	13 31	14 27
1883..	14 55	18 17	7 46	6 17	16 69	25 39	13 65	.....
1884..	14 63	18 37	7 44	6 26	16 90	24 69	13 23	.....
1885..	15 12	19 19	7 32	6 74	17 53	26 31	13 50	.....
1886..	15 06	19 11	7 33	6 93	17 45	25 52	12 75	.....
1887..	15 07	19 38	7 33	6 88	17 45	24 85	13 43	15 18
1888..	15 71	20 60	7 61	6 60	18 29	27 38	13 88	.....
1889..	16 55	21 64	7 77	7 12	19 30	29 37	13 45	.....
1890..	17 23	23 58	7 78	7 28	19 70	30 57	14 29	.....
1891..	17 54	23 66	8 52	7 78	19 42	33 42	14 69	.....
1892..	18 20	24 89	8 74	7 82	20 13	33 55	14 65	16 15
1893..	18 58	25 91	8 65	7 72	20 62	33 57	*13 35	.....
1894..	18 62	26 21	8 61	7 58	21 29	29 06	15 54	.....
1895..	18 41	26 84	8 58	7 69	20 26	27 32	15 03	.....
1896..	18 76	28 45	8 87	7 60	20 09	27 16	15 05	.....
1897..	18 67	28 77	9 32	7 09	19 75	25 86	14 76	15 59
1898..	18 76	29 34	8 97	7 09	19 47	28 29	14 52	.....
1899..	18 99	29 11	9 79	6 92	20 32	26 52	14 56	16 28
1900..	20 28	31 82	9 69	7 37	21 12	30 98	15 79	17 40
1901..	21 14	33 52	9 61	7 54	22 26	31 46	15 75	.....
1902..	21 38	33 28	9 79	8 00	22 84	31 59	16 48	19 93
1903..	22 75	35 19	10 17	8 92	23 98	32 85	17 64	21 02
1904..	24 14	36 75	10 57	9 58	25 70	35 66	18 24	22 74
1905..	25 40	38 50	11 54	10 44	26 87	34 03	17 64	24 97
1906..	27 98	41 39	13 04	11 21	29 76	41 60	18 18	25 54

*Three-fourths of a year.

EXPENDITURE "PER PUPIL IN AVERAGE ATTENDANCE" IN EACH STATE OF U. S. A., IN ONTARIO AND IN NOVA SCOTIA, FOR THE YEAR 1906—ARRANGED IN ORDER OF AMOUNTS:

Nevada	$72.15	Vermont	$26.14
New York	51.50	Michigan	25.99
Montana	49.40	**Ontario**	**25.54**
California	49.29	Maryland	24.51
New Jersey	44.15	Maine	22.67
Massachusetts	43.63	Kansas	22.08
District of Columbia	42.93	**Nova Scotia (1907-8)**	**20.37**
Colorado	42.38	W. Virginia	20.36
Washington	42.09	New Mexico	19.46
Arizona	40.41	**Nova Scotia**	**18.18**
North Dakota	40.28	Delaware	17.93
Illinois	39.10	Missouri	17.19
Rhode Island	36.92	Oklahoma	15.79
Utah	34.26	Virginia	15.28
Pennsylvania	33.61	Texas	15.27
Minnesota	33.59	Indian Territory	14.97
Ohio	33.32	Louisiana	14.83
Oregon	32.15	Florida	13.75
Wyoming	31.05	Arkansas	10.94
South Dakota	30.90	Mississippi	9.27
Connecticut	30.60	Tennessee	9.23
Nebraska	30.12	Kentucky	8.59
New Hampshire	29.27	N. Carolina	7.82
Indiana	28.58	Georgia	7.47
Iowa	28.44	Alabama	7.03
Idaho	28.29	S. Carolina	6.37
Wisconsin	27.28		

PRUSSIA AND NOVA SCOTIAN SCHOOL ATTENDANCE IN 1901 COMPARED.

[The population of Prussia in 1901 was about 35,000,000—seventy-six times that of Nova Sc tia which was in round numbers 460,000. The Prussian statistics are based upon the figures given on page 70 of Vol. I of the Report of the United States Commissioner of Education for the year 1906.]

Prussian Schools for a Population of 460,000.						Nova Scotian Schools.
Grade.	All Schools.	People's Schools. (Volksschulen)	High Schools. (Hochschulen.)			A single continuous system with optional courses in Grades IX to XII.
			Boys. Latin or Greek.	Boys. Modern Languages.	Girls. Modern Languages.	
I	12,500	12,500	.....	.....	.....	19,185
II	11,842	11,842	.....	.....	.....	13,089
III	11,184	11,184	.....	.....	.....	11,975
IV	9,868	9,868	.....	.....	.....	12,655
V	9,877	9,210	256	148	263	10,590
VI	9,170	8,552	240	142	236	8,700
VII	7,163	6,578	244	131	210	8,292
VIII	5,790	5,262	240	104	184	6,628
IX	1,771	1,315	213	85	158	4,461
X	1,159	789	188	64	118	1,850
XI	745	526	126	15	78	878
XII	105	.....	96	9	.....	107
Totals	81,174	77,626	1603	698	1247	98,410

Grade.	Prussia. (All Schools.)	Nova Scotia. (All Schools.)	Prussia. (Latin or Greek.)	Nova Scotia. (Latin or Greek.)
I	12,500	19,185	.....	.....
II	11,842	13,089	.....	.....
III	11,184	11,975	.....	.....
IV	9,868	12,655	.....	.....
V	9,877	10,590	256	.....
VI	9,170	8,700	240	.....
VII	7,163	6,578	244	.....
VIII	5,790	6,628	240	.....
IX	1,771	4,461	213	720
X	1,159	1,850	188	480
XI	745	878	126	342
XII	105	107	96	93
Totals	81,174	98,410	1603	1635

Is Nova Scotia a larger proportion of the population is enrolled at school, and continues beyond eight years in the schools. The Prussian high schools form distinct systems from their public

(Volksschulen) or people's schools. Grades IX, X and XI, of the people's schools (Volksschulen) are known generally as "Continuation Schools" in English.

Comments on the Tables of Statistics, page 3.

The foregoing tables of statistics explain themselves. Those following from page 3, show tendencies suggesting comment. It will be seen that the good work of the consolidation of weak sections is still going on, for the 1,830 school sections of last year have been reduced to 1,816.

Sections without Schools.

Last year by special efforts made by the inspectors and others interested in public education, there was a large reduction in the sections without school. This year the improvement has gone on to the extent of 30 more.

Many of the school sections are merely spaces of territory some 3 or 4 miles in extent, projected into the wilderness on the margin of pioneer settlements, some of which were merely temporary. But once being formed and numbered they are retained on the list as territories where it is thought settlements may sometime thrive.

On page 57 will be found a table showing that in rural regions the population is diminishing, while in the populous settlements the population is increasing. The rural schools, with less than 20 pupils, are increasing in number, having risen from 297 last year to 310 this year. On an average they had only a fraction over 7 pupils each, and several schools had only 3 or 4 pupils, and yet were kept in session the whole year. In a previous year a school was kept in session for a whole year with only two pupils, who made nearly a perfect attendance. They were the only pupils of school age in the section. This is a practical proof of the perfect adaptation of the Nova Scotian system to small schools. School can be kept anywhere if parents interested only care enough. The the many demands on inspectors, however, it is practically impossible for them to be everywhere when the schools should be opening and possible teachers have not given up the prospect of teaching for some other employment.

The same table on page 57 shows that the number of schools having from 20 to 39 pupils, increased during the year from 711 to 727. And graded schools in the populous centres increased in number from 1,029 to 1,060, showing that the populous centres are tending to become more populous.

Inspectors' Reports on Closed Schools.

I quote from the various inspectors' reports some of their remarks on the closed schools within their divisions, and at the same time note, that in no country is so much attention given to such schools in published reports, and in no country is there a larger attendance, according to population, at school.

The Inspector of Halifax county says:

The schools in this division were open for at least some portion of the year, with the exception of those in the following sections:

West Halifax, No.	18	St. Andrew's.
" "	26	Harrietsfield.
" "	54	Devil's Island.
" "	59	New Road.
" "	60	Partridge River.
" "	61	Mineville.
" "	81	Head Jeddore.
East Halifax, No.	3	Upper Lakeville.
" "	31	Dufferin Mines.

St. Andrew's and Partridge River have no school buildings. It was not possible to secure a teacher for New Road. The house at Head Jeddore was condemned and a new one was being built.

The small number of children in the other sections mentioned makes it very difficult to employ teachers every year. The most of the children can, with some inconvenience, attend school in adjoining sections.

In the table of statistics the number of sections without schools is given as 12, but the other three are merely territory blocked out as school sections, but without organization. New school buildings, one at Cole Harbor, the other at Head Jeddore, were completed during the year. There are several others in course of construction.

The Inspector of Lunenburg and Queens counties says:

One of the most noticeable features of the year was the small number of closed schools, only three in the whole division. Every school in Queens county was in operation some portion of the year. The same is true of the large district of Lunenburg and New Dublin, with the exception of an island section that it was impossible to supply. In the district of Chester, there were two vacancies, Back of the Lake and Leville. The former engaged two teachers at fair salaries, but neither would remain. Leville was unable to offer sufficient salary to secure a teacher.

The Inspector of Shelburne and Yarmouth counties says:

Every school section had its teacher except Hamilton, in Shelburne county, and Cape Forchu in Yarmouth county. In the former there are no children to go to school, and in the latter no one can be found to board the teacher.

The Inspector of Digby and Annapolis counties says:

Eight sections only were without schools during the year, two of which had no pupils of school age; one was preparing to build a new school-house, three did not wish to have schools, and two very small schools did not succeed in getting teachers. A few of the pupils in some of these sections attended school part of the year in adjoining sections. But few pupils, therefore, were without school privileges during some portion of the year.

The Inspector of Kings and Hants counties says:

I have to report six sections in Kings county without schools for any part of the year. Three of these, West Halls Harbor, Pereaux Mountain and White Waters, failed to get teachers because they were only half-hearted in the matter, and were unwilling to pay the salary teachers asked. Chipman Brook lost its school-house by fire during the previous term, and has not yet rebuilt. All four of these sections are expected to build and have school next year. North River and Dalhousie Road could not get teachers; the latter may be classed as specially poor, and may be brought under the new regulation.

Hants county is to be congratulated in securing teachers for all its schools.

The Inspector of the counties of Antigonish and Guysboro says:

The sections without school were, for the most part, weak in property valuation, and almost void of pupils, many of them having only two or three, and none more than a half dozen. Usually the larger of the pupils thus unfortunately situated, attend schools in neighboring sections, or make their homes with relatives living in more favored localities. Seven or eight sections that maintained confessedly weak schools more or less intermittently during recent years, had no school because they could not get teachers for the salaries offered. And it must, in truth, be admitted that a few of the number did not set about getting teachers until too late, when those who might be available, if applied to in time, had entered upon other duties for the year.

The Inspector of South Inverness and Richmond county says:

It is pleasing to be able to note a marked diminution in the number of closed schools in the district of South Inverness from that of the previous year. In last year's report the number given was 23, this time it is 13.

On making an analysis of these 13 sections, I find that the following four were either actually building or preparing to build new school houses, viz., No. 12, Dumbarton; No. 41, Centennial; No. 46, North West Arm, and No. 47, Duff. In two of these cases operations were postponed or retarded by reason of unsettled sites. No. 19, Little Mabou; No. 34, Mull River; No. 35, Rankin; No. 36, Lansdowne; No. 39, Dennistown, and No. 59, Ashfield, seemed unable to secure teachers or to be able to support schools under present rates of salaries. Indeed, I fail to understand how it was ever expected to maintain schools in some of them; in Rankin section, for instance, with the excellent schools of Mabou Village on the one hand and Hillsboro on the other, either of which is scarcely two miles distant from its own school house, if not really less. Why was such a section ever created? The same might almost be said of Lansdowne, with respect to its neighboring sections. The others named, though weak, are more isolated, and therefore have better claims to existence. As for the remaining three, No. 33, Scotch Hill; No. 45, Rear Long Point, and No. 56, Skye Mountain, they are to me *terra incognita*, having had no schools in operation since my connection with the district. One only of these three reported holding an annual meeting, at which the sum of $60 was voted for the support of a school. If there are any children in them, the prospect of having them educated looks dark indeed. I purpose during the current year making full enquiry into their position, condition and circumstances.

Of the 13 sections in question three have been without school for one year, and six for two years.

A resolution was passed at the last meeting of the South Inverness Board of School Commissioners recommending that hereafter any section failing, with the assistance of the *Special Aid to Poor Sections*, to maintain a school for two consecutive years, should lose its autonomy and be annexed to, or partitioned amongst, the most convenient sections adjoining.

Two unions of sections were effected at the same meeting of said Board, viz., Judson with Melrose and Gillis Cove with Alba,—the unions to go into effect at the beginning of the current school year.

The diminution in the number of closed schools in this district is due, in a large measure, to the efforts of the special commission appointed by the Council of Public Instruction to enquire into the subject, to arouse the interest of the people in school matters, and to suggest ways and means of remedying the evil. The energy and enthusiasm which the two reverend gentlemen brought to this work are satisfying evidence that no mistake was made in the personnel of the commission.

The number of sections without school in Richmond county was 8, as compared with 6 the year before.

Excepting in the cases of No. 7, Lochside, and No. 53, Aberdeen, I know of no other reason for the failure to have school than the inability to secure a teacher, or unwillingness to pay the salary demanded. In the case of Lochside, the small number of children renders it impossible to maintain a school. In Aberdeen, the children of those who were the main support of the school have outgrown its usefulness to them, and thus a little school that has accomplished excellent work in its brief existence, has probably gone down for good, and its annexation to the adjoining sections would probably be welcome by most of its ratepayers, if not by its promoters.

Janvrin's Island, No. 3, has children in plenty, and means are not lacking either, but its remoteness and isolation are not inviting to the average young teacher.

An effort was made to annex No. 18, Grand Digue, to the neighboring section, Louisdale, which would be the proper and natural solution of an otherwise difficult problem, viz., the maintaining of a school continuously by some 8 or 10 ratepayers. The proposal was opposed by the majority of these few people on the ground that the Louisdale school house is too far away; and the Louisdale people, naturally, are not disposed to move a large, substantial and well built school house to a central site for the purpose of forcing benefits upon unappreciative and unwilling neighbors. So, unless some practical scheme of union can be devised, it is out of the question for Grand Digue to maintain any kind of a school continuously; whereas, if united, there would be ample material for a good two-department graded school.

The remaining four, No. 33, Oban; No. 50, Peter's Mountain; No. 54, Loch Lomond, and No. 56, Cape Breton, offer no special reason for being closed beyond the alleged impossibility to secure a teacher.

One only of these 8 sections, viz., Cape Breton, was without school for two consecutive years, the other 7 were vacant for one year only.

The Inspector of North Inverness and Victoria county says:

The number of organized sections in the division for the year was 133—64 in Victoria and 69 in North Inverness.

In North Inverness the number of sections was decreased by unions referred to in my last report, while one new section—Pollet's Cove—was created in the northern part of the district where a Government school never existed before.

The number of vacant schools in North Inverness during the year was 10, as compared with 16 last year. The yearly statistics will show 11 vacant schools, but this is owing to the fact that one school made no returns. Four of these sections have secured teachers for the ensuing year, two have been absorbed by union with other sections, and two have not a sufficient number of children to warrant keeping a school open.

The Inspector of Pictou county says:

For purposes of public instruction this division is divided into two districts, North Pictou and South Pictou, the former comprising fifty-nine, and the latter seventy school sections, making a total of 129. With the exception of four, all these sections had school for some part of the year.

The total number of schools and departments in operation was 182; and with the exception of ten, all were open more than 150 days. Only two schools were open less than 100 days. The average number of days all schools were in session was 201.5, as against 189.6 for the preceding term.

The closed schools were College Grant, Lower Green Hill, and Upper Toney River in North Pictou, and Marshdale in South Pictou. In these sections the apparent reason for closing the school was the small number of pupils in the section; but the true inwardness of the situation reveals the presence of a conviction in the minds of a great majority of the ratepayers, that it is perfectly fair and right to put a stop to the expense of keeping school open where there are so few pupils to be educated.

The Inspector of Cumberland county says as follows; but for further details reference must be made to his report:

Some difficulty was experienced early in the year in securing teachers, but the publicity given to the fact in the press of the province brought aid. By the close of the year school was in session in every section where it could be afforded or was needed. In all, six only were vacant. These were Fox Harbor, Salt Springs Station and Clairmont in the district of Cumberland; Sugar Hill, New Yarmouth and Cape d'Or in the district of Parrsboro.

Of these Fox Harbor and Salt Springs Station only were in need of school, and this was not pressing, due to the fact that schools in neighbouring sections were accessible to the majority temporarily deprived of school at home.

The Inspector of Cape Breton county says:

The number of school sections remained as before, 116. Twenty-eight were without school during any part of the year. In this respect there was some improvement, the number vacant the year preceding being thirty-two; and it looks now as if coming years are likely to show still further improvement. In some quarters the tide of emigration from the farms to the mines has appreciably slackened; in others it has ceased. Indeed some of the people have returned to their farms, and it is said that more are desirous of following.

* * * * * *

Quite a number of the vacant sections, not already specially referred to, are financially so weak or so remotely situated that it is really impossible for them to keep schools open every year. Many of them manage to employ a teacher every second year or so. After giving the matter careful consideration, I find that in about nine sections it is useless to expect to see schools going at all so long as present conditions obtain. Three of these are not very ill off, however. Some of the children at Ben Eoin attend the East Bay school; those at Mira Road the Sydney schools; and some at least of those at False Bay Beach go to South Head. But the other six sections, Rear of Beaver's Cove, Forest, Kennington Cove, Huntington's Mountain, Kilkenny Lake, and Glengarry, are so far from schools in operation that the children cannot attend school at all without being sent away from home. In these six sections there are in all thirty-six children of school age.

Cape Breton and Inverness counties lead in the number of closed schools, due largely to the effect of the industrial activity at

certain centres which draw off from the remote rural sections many of the more progressive young men with initiative. Yet Cape Breton county had 235 schools in session, more by a great deal than any other county, leaving out the city of Halifax with its 161 schools. Inverness had 139 schools in session. And both these counties in the charge of vigorous and tactful inspectors, are rapidly improving each year.

The Inspector of Colchester county says:

Five sections were without schools of their own during the year, but in four of these the pupils had school privileges in the adjoining sections, so that in reality only one section, Springmont, was without school privileges. For this there was no reason except the indifference of the people. In fact, this section has only had school once or twice since its organization.

Average Days in School Year.

215 days in the school year were teaching days. The actual average of days in all schools was within half a day of 200. Owing to the new dates for holidays there will be only 204 teaching days in the following school year. It is hoped, however, that although the school year will henceforward be shorter, that more sections may be able to have full term work.

Increasing Number of Schools.

The number of schools has for many years been increasing with a corresponding draft on the Provincial Aid fund, while the numbers of pupils are increasing much more slowly. Table I shows an increase of 51 schools with an increase of only 98 pupils in the aggregate. This means that many rural schools are generally diminishing in size owing to the decreasing school population; but that the people pluckily keep school going even when there are as few as two, three, or four pupils remaining in the section, the government providing the same provincial grant to the teacher, when of the same class, as when there were fifty or sixty pupils in attendance. From Table xxviii, page 57, we find there were this year 310 rural schools having an average attendance of between seven and eight only, some of them having only three and four pupils enrolled during the whole year. To such decadent sections, the increased government grant means that per pupil they are receiving very much more money than formerly, and very much more than in the full school-rooms in the cities, towns, and other centres of industrial activity where the additional schools have to come into existence. From Table xxviii it will be seen that graded school departments have increased by 31, while 30 rural schools vacant during the previous year have been filled. When the provincial and other grants allow sections with only two pupils to keep school open for the full year, as has been done a previous year, it must be evident to all, that where school may not now

be kept open, the fault is with the spirit of the majority of the community or with the local influences for the time dominating. That these communities are now becoming so few, is an evidence of the missionary zeal of the inspector and the friends of education working with him.

Teachers.

The teachers holding Normal diplomas decreased from 1033 to 1013, due to the attractions of the western provinces, where only trained teachers are in demand. Indeed, some teachers attended the Normal school just in order to be acceptable in the western provinces. Therefore, the old regulation long without occasion for use, had to be applied, making the course free only to those intending to teach at least three years in Nova Scotia.

In the City of Halifax the value of Normal training is recognized by an addition of $40 per annum to the salary. Untrained teachers are tolerated for the present merely on account of the economic conditions of the province, which it is hoped are yearly improving.

Female teachers increased by 37 during the year, and male teachers by only 1, giving the ratio of 2309 women to 355 men, nearly the Hebrew prophetic seven to one. The idea of the superiority of the male teacher in the mind of the rural trustees is disappearing in many places, however, to judge by the facts shown by a comparison of Table xv with that of xvi, pages 22 and 23. In no less than ten counties third class female teachers receive from the trustees a larger salary than third class male teachers; and in two counties, the average salary from the section is greater for females of the second class than for males of the second class. It is probably not always the best men who enter the profession in the lower classes. They often enter better paying employments, especially in the neighborhood of industrial activity.

The Provincial Aid to the teacher during the year was at the new maximum, and was an increase in every class. But the people generally did not follow the example of the government in all cases. On the other hand they lowered their contributions on the average for *first, second* and *third* class male teachers, by the respective amounts $13.61, $19.38 $1.68. In the case of female teachers only the *first* class suffered at the hands of the people, but only to the extent of $3.71 on the average. We had a right to expect, however, considering the higher cost of living, the demand for teachers in other employments and abroad, and the example and co-operation of the government in increasing its grants, that the people everywhere would also have done better. In all intelligent communities, as a rule, this was well done.

Annuities.

The number of annuitants admitted to the list up to the end of the year was 64, of which 57 were then upon it. The amount paid out for the year was $5,925.00, the individuals and amounts appearing on the published Provincial Aid sheets in the April and October Journals of 1908, at the end of the list of teachers in each county.

From Table ii, page 5, it can be seen that there are 48 teachers employed who have been 30 years in service and are therefore, presumably, nearly qualified to retire as soon as they choose.

122 have taught over 20 but less than 30 years, and if they should become *totally* disabled at any time, become a charge on the Annuity fund. It can, therefore, be readily seen, that only the pathetic cases of *total* disability, not merely of disability for the service of teaching, can be provided for, even were the wording of the Act not so clear. The education department is being constantly besieged by teachers who have not completed the term of *thirty* years or of *thirty-five* years if under the age of sixty, because they are incapable of teaching. They cannot see that no one is entitled to an annuity for *incapacity to continue teaching,* unless he or she has taught 30 years and is 60 years of age, or has taught 35 years and is under 60 years of age.

Attendance and Enrolment.

This has been very satisfactory as compared with the previous year, as a glance at Tables v and vi show.

Boys and Girls.

Table vii shows the distribution of boys and girls in each of the twelve grades of the public schools.

It is interesting to observe that up to the end of grade v the boys are in excess. In the higher grades the girls are in excess, being in the ratio of 2859 to 1809 in the first year of the high school, and 1323 to 689 in the second year of the high school. In the high schools they are gradually approaching the ratio of two to one boy.

The colleges are also being similarly affected; so that if the change going on during the last quarter of a century continues in direction and magnitude, the female sex will be the predominantly educated sex. This may ultimately affect the personnel of the general administration of public affairs, as it has already affected the balance of the teaching profession, and other formerly masculine employments. A glance at such statistics from year to year will show the movement of this index of new future conditions.

THE ANALYSIS OF HIGH SCHOOL STUDIES

are shown in the Tables beginning with viii, on page 15. The decreases shown in Grade IX History, Geometry, and Bookkeeping, are due to their being struck off the program of study on the recommendation of the Advisory Board.

In Grade X, in like manner, Geography, Bookkeeping (Double Entry), Drawing and Agricultural Chemistry were struck off.

In Grade XI, the only subject similarly struck off was Physiology.

In Grade XII, the old subjects were tolerated in schools teaching them; but henceforth the following are to be left off: Sanitary Science, Psychology, Zoology, Geology, Navigation and Astronomy.

Such subjects as Bookkeeping, Agricultural Chemistry, Physiology, and Navigation were taught in the high schools for over twenty-five years; and even some of the others were taught in the best academies from before the time of the introduction of the free school system in 1864. Some of these will be greatly missed by the public; but they can be taught as optional subjects if school boards desire. No credit will be given for such work, however, in the certificates awarded on the Provincial examinations; and teachers preparing pupils for those examinations will have enough to do without teaching extra subjects.

The main difference between the provincial program of this year and the previous ones is that no subject is imperative for a high school certificate except English, and any other five. Formerly there were eight papers imperative, including two in English, three in Mathematics and one in Science, Drawing and Bookkeeping, and History and Geography. Foreign languages were taken as extras adding to the aggregate. English then consisting of two papers counted as one-fourth of the minimum pass. Now, with one paper out of six, it counts for one-sixth of the pass. The net difference is that now only five instead of six papers have to be taken in addition to English. This lessens the number of subjects for the teacher, and foreign languages formerly taken in addition to the imperative course, may now be taken instead of any subject except English. It was argued that the former system handicapped scholarship in foreign languages, for only those able to do more than the imperative group could be expected to take them. At present, however, those without ordinary ability can take foreign languages instead of difficult or distasteful subjects formerly imperative.

One objection to the present system is the entire omission from the provincial program of subjects generally deemed important in the

development of public interests, not only formerly in this province, but generally in the public school systems of the most advanced countries of the world. Another objection is that the grades need not be passed consecutively, so that not only schools but pupils may omit much from the general course while winning high grade certificates. The most objectionable feature is checked, however, by requiring for a teacher's pass a higher standard on the fewer subjects, and to this has been added a high minimum standard in English, which is expected to lead to more thorough if narrower scholarship.

The effects of the arrangement will be followed with much interest, to be amended as the developing results indicate to be desirable.

The Standardization and Utilization of the Universities.

There is now an eight years course leading to the high schools. These have a four years course leading to the universities, which have hitherto been entirely independent and only partially co-ordinated with each other, without good articulation to the high school system.

It is true that since 1893 they came generally to accept the pass out of Grade XI, when the pass included all the subjects in their matriculation prescription, as the equivalent of junior matriculation. But the government could not accept the degrees of universities, because there was no guarantee of equivalence in those of different institutions. Were they to be recognized as equivalent, it would virtually give an advantage to those of lower standing.

The representatives of the universities, however, were remarkably successful in agreeing to a standard of two years work as a part of the four years course of the new Provincial Technical College. Taking a hint from this the Advisory Board developed a scheme to standardize a university course of four years, following a matriculation standard the equivalent of a pass from the new Provincial High School, Grade XII, in order to prepare scholarly County Academy Headmasters for the public schools of the province. The details of the arrangement are exhibited in the October Journal of Education of 1908, which is a supplement of this Annual Report.

Table XII.

Here we are informed that no less than 3752 pupils were attending school in other sections than their own. This includes children in sections with closed schools and those from rural schools attending high schools or academies in the towns.

Cape Breton has a specially large number of school age who are not in attendance at schools. Some of this is due to the employment of juvenile labor not in accordance with the requirements of law, it is feared. Many others who have attained to Grade VII specified in the compulsory attendance law, take advantage of their legal immunity to go to work perhaps two years before they attain to the age of 15 years, which is technically the upper limit of school age. The same county, due presumably to the number of foreigners attracted by the mining and other industries, shows the largest numbers of defectives who should be in attendance at the school for the Blind or the Deaf. The inspectors are required to report these to the respective principals of these institutions in Halifax, where free tuition and even free board are provided for them.

The value of property assessed for schools appears to have increased from over 102 million dollars to over 104 millions. Buildings and other school property increased, and over $50,000 more than the previous years have been voted for the running expenses of the schools, including salaries.

From Table xiii it appears that the general equipment of the schools is also advancing. The apparent retrogression in the value of the libraries in Antigonish county is due to a change in the bookkeeping—the libraries usually credited to the County Academy and yet accessible to its students, being now credited to St. Francis Xaxier College to which it really belongs.

Vaccination.

It appears from Table xiv that only 28,283 of the 100,000 pupils in the public schools are vaccinated. That explains the increasing cases of schools which are closed by the health officers on account of the appearance of small-pox. Schools as well as teachers receive public monies for such closed schools up to a maximum of 20 days. It is a question whether this should be allowed in a community where vaccination has not been general.

3,201 children are reported as left-handed, and 3,319 as near-sighted.

The Municipal Fund.

The distribution of this fund is shown in Table xviii, page 24. It will be seen that only $760 are left to be distributed according to the attendance of pupils in all the schools of Shelburne, while two blind and one deaf pupil absorb $540 of the fund. Four or five more such pupils, should they happen to belong to the county, would leave nothing for distribution to the schools of the county for attendance. Now, we cannot withhold aid to the institutions educating the blind and deaf; for their funds, although most economically

administered, are still insufficient for the work they are attempting to do. It has been suggested that the municipal grants to these institutions while not abated, should bceome an extra charge on the municipal fund, and that the municipalities might be allowed o collect the cost of board from such parents as are able to pay the cost of board, leaving the tuition proper altogether free.

The County Academies

are the high schools—one in each county—which participate in the Academic grant of $10,000 divided among them in proportion to their rank, for free admission of all students from within the county who present themselves and have passed the prescribed entrance examination. They enrolled, however, only 1,835 out of the total 7,913 throughout the province doing some part of high school work. The statistics of these academies are given in detail in Table xx, from page 27 to 38, in order to give a full view of the development of high school work. The other high schools may be assumed with their 5,120 regular high school students, to be developing in a very similar manner.

By substracting County Academy statistics from corresponding ones on pages 15 to 18 for all high schools, the statistics for the non-Academic high schools can be found. Much special information, however, is reported in the Academic tables, such for instance as the average ages of pupils in each high school grade on the first day of the school year—see page 38. There it is found that the average ages of students entering Grades IX, X, XI and XII, are respectively 14.83 years, 16.08, 16.75 and 17.83.

Fifteen years ago, in 1893, these ages were respectively 14.88, 16.17, 17.46 and 19.51. The higher grades are now passed at a tenderer age. This shows that there has been no material increase in the work required to be done within this long period of years. The cry of over-pressure is merely the measure of the spirit of emulation which draws into competition for a high school certificate, pupis who otherwise, on account of unpreparedness, on account of the excess of social engagements, on account of insufficient health, or on account of insufficient mental capacity, would not have attempted to keep pace with their more successful companions. It is another demonstration of the fact, that the only protection against over-pressure in a vigorous school system, is the special attention of intelligent teachers, parents and physicians.

Government Night Schools.

Now that free schools have been in existence for so long, and that in industrial centres evening technical schools can be held, Government Night schools should soon disappear.

Manual Training Schools.

The first two classes of manual training schools, known as (1) Mechanic Science and (2) Domestic Science schools have their statistics shown in full detail in Table xxii, from page 40 to 43.

Rural School Libraries.

The conditions regulating the grants to these have been so carefully planned that their increase has been very gradual, and the province receives the most well-earned values for the small grants given. The libraries are local property, and are therefore likely to be guarded with local care. The grant is merely enough to secure the teacher's care as a librarian, and ensure an accurate report for the Inspector and Education Department. During the year the Dominion Government presented to these libraries a copy of a splendidly illustrated volume on farm weeds. And Mr. James Croil, of Montreal, presented one hundred volumes of his history of "Steam Navigation," a volume of 400 pages well bound in ornately gold stamped board covers,—a fine prize for a school or any library, and one of special interest to Nova Scotia, which figures so well in the history of trans-Atlantic steam navigation. Schools which have established libraries are in this way likely to come in for any donations of valuable works which may be presented to the province. When such gifts are limited, it is proposed that they be given on the recommendation of the Inspector to the best kept or most deserving libraries.

All superior schools must also have libraries in order to qualify for any provincial grants beyond that of the first class. The libraries of a few of the smaller County Academies are reported to be so valueless and ill-kept, that the usual grants will not henceforward be forthcoming unless there is substantial improvement.

A general list of the larger libraries of the province was given in my report of 1902, on pages xxii and xxiii. I propose in the near future to compile a more modern list on account of the number of inquiries for such a list.

The Colleges and Other Unaided Schools.

I am required by the statutes to collect information regarding all educational institutions and movements in the province. To make it as easy as possible to report such information, I have prepared tabulated blanks. But often, these have to be sent two or three times before attention is paid to them. There may, therefore, be less information presented in Table xxiv than there should be. But it is hoped that any omissions have been really negligible quantities. Inspectors, and all interested in education are begged to call my attention to any omissions of private schools of any importance in

any part of the province, so that we may have all the educational work done in the province, whether aided by public funls or not, summarily represented in some parts of the Annual Education Report. Under this head a summary of the educational statistics of the Sunday schools, or educational work under any provincial associations, might be a public advantage as well as a gratification to those directing such work.

Tables XXV and XXIV

summing up the results of the Teachers' Minimum Professional Qualification examinations, and the Provincial High School examinations, pages 49 to 55, explain themselves.

The Provincial Normal College.

In Appendix A, at page 61, will be found the report of the Principal of the Provincial Normal School, so-called originally, because it was simply a high school specially arranged to prepare candidates for teaching. In these early days it was simply a competitor with the other high schools. Now, however, candidates have to pass their high school examinations before admission; and the work of instruction is of a special kind—perfecting such high school education as is found to be most defective and developing by theory and practice effective methods of teaching. The institution at present is collegiate in its structure and technical in its purpose, and should, therefore, henceforward be classed among the colleges.

The Provincial College of Agriculture

is henceforward to be specially affiliated with the Normal College in the directon of the *Rural Science Vacation School*, to be held in vacation time during the months of July and August in Truro, where the equipment of the two institutions, together with extra outside instructors, can be utilized, at a time when it will not interfere with teachers' employment in the public schools. The courses of instruction will be intimated from time to time in the *April Journal of Education*, and the Provincial Government has arranged to pay the necessary transportation cost of all teachers in successful attendance.

The College of Agriculture has also its own regular and short courses with laboratory and field instruction. On page 129 will be found a summary report from Principal Cumming, showing *forty* students in the regular two years course, and *one hundred and seventy-five* in the short courses, while *thirty* teachers attended the first session of the Rural Science Vacation school, of which he gives a brief sketch.

The Nova Scotia Technical College.

In the same Appendix, from page 72 to 128, the Director of Technical Education and Principal of the Technical College, gives a full and clear account of the organization of the various local technical schools and the progress of the college. Although this is Principal Sexton's first report, written under extreme pressure of engagements, and printed in his absence from the province, it will be found to be a very graphic account of the work of an eventful year.

Dominion Co-operation with the Province.

The Dominion Government, although it could not co-operate with the provincial system by subsidizing a Navigation class in the town of Canso during this year, has the right to aid education in the various provinces, although not to control it. The Government of the United States of America has similar rights, and the respective States similarly have the control. The Dominion exercises this right, so far mostly under its own control in the various provinces; but has not yet given any such aid to provincial education, as the Republic has to universities and technical institutions in the States. The eastern provinces of Canada have been contributing to the expense of, and bearing a heavy share of the responsibility in opening up the new western provinces of Canada. The new provinces have also been draining away our young men and even our trained teachers to the point of serious embarassment. Manitoba, Ontario and Quebec are being somewhat recouped for this aid and responsibility by the addition of immense areas of land, which although not given in fee simple to the provinces add to their value. There are no bordering lands available for annexation near the three small Atlantic Provinces. Here are suggested two ways of balancing this inequity. (1) By giving these small provinces some western lands, as the United States has so effectively done to its constituent States, for educational purposes—especially for the stimulation of such industrial and technical education as is likely to be specially helpful in developing the Dominion and its revenues. (2) By giving in lieu of such lands grants of money somewhat proportional to the increased values of the territories of the other provinces, the administration to be under the respective provincial governments as required by the British North America Act.

Appendices B, C, D, and E,

take up in order, the reports of the Inspectors, always of interest to those looking into the system as it appears to those dealing directly with teachers, trustees, and the public; the reports of the schools of the City of Halifax, where many problems have been first worked out for the benefit of the province; the reports of special educational insti-

tutions receiving public aid; and the reports of educational institutes—all of them necessary to give a full view of the work of education as it is done throughout the province.

Special Problems.

The progress of Physical Training among the teachers has been very satisfactory. At teachers' institutes it was been welcomed and unanimously approved. The service of the best training experts in the Militia Department have been employed giving a free course at the Summer School of Science for the Atlantic Provinces of Canada, held in July at Sackville, New Brunswick, and also at the Rural Science Vacation school in Truro. Arrangements have also been made at the request of about 60 teachers for a training course at Sydney, and another a little later for a large number at Antigonish. The Provincial Normal School has a staff of instructors also employed. Instructors will also be provided for the Rural Science school in Truro, in July next, where the necessary transportation expenses of teachers will be paid, thus placing the training virtually at the door of each teacher, no matter how remote from the centre of the province.

A military school was held in Halifax in July and August last to give the special physical and military drill necessary for teachers having charge of Cadet Corps. A similar school will be held in July and August next for such male teachers as give an intimation of their purpose to the Superintendent of Education before the middle of June. Arrangements will be made for those reported by the Superintendent, extending to them the courtesies, privileges and transportation accorded by military schools to candidates for a lieutenantcy. Cadet Corps are raised and trained altogether under the authority and direction of the Department of Militia and Defence, with the permission of the Department of Education for the province in each case.

The Physical Training Text Book

recommended is the one prescribed by the English Board of Education which has spent much time and expense in getting out what is hoped to be the best text in Europe, and therefore in the world. The Board is now revising or modifying the text in the light of its further inquiries, so that the book cannot be published until this is complete. In a short time, it is hoped we shall have the new book simultaneously with the schools of Great Britain. So that it is likely to pay well to wait.

Free Text Books.

This is a subject mooted generally by people who have not thought out the problem. There are two general methods of carrying the idea out. (1) By giving the power to school boards, the

trustees of school sections, whose special business it is to take charge of all other local school expenditure,—to men who are present to see how the arrangement is being actually carried out. This is the Nova Scotian system which was introduced into the school law in the year 1867. It has not been adopted in many sections, not even in the towns and cities, for some such reasons as the following:

(*a*) There is a feeling that to make books free in the common school grades alone would be so trifling an easement to even the poor, that it would be no compensation for the trouble of management and the petty annoyances arising from their distribution and care; while to make them free in the high schools as well would be to make the masses pay for the more expensive texts needed by the few. The Readers for a pupil for the whole eight years of his common school course will cost on the average only about 30 cents per year, and the same books when cared for as pupils should be taught to care for them, may do for several members of the family—there being no plausible objection to the use of the same books by members of the same family. The average cost per year of all the books, copy and even drawing books included, in the common school course need not amount to seventy-five cents a year on the average.

(*b*) There are very strong objections to the use of text books which have been for some time in the hands of other and unknown pupils; therefore, every pupil backed by his parents would demand a new book whenever he needed one. This would probably double the number of books used, a reason why publishers are incessant in moving individuals to keep the question before the unthinking public.

(*c*) The personal ownership and care of books is one of the most important things in which the pupil should be trained so as to become a habit, in order to prepare him for frugal living and the conservation of what he may acquire,—to save him from the vice of thriftlessness, and the thoughtless loss of valuable property.

(2) The other method is to induce the Provincial Government to present the books to pupils free. Now, why should the Provincial Government be asked to do what the school sections themselves will not do although they have the power?

(*a*) The non-resident administration could be easily plundered. There would be books galore for every one who demanded it, or else the system would fail in its essential purpose of pleasing the people.

(*b*) The publishers would find it to be a bonanza, for probably more than double the number of books would be demanded, and no regulations for their care could be drawn up which would have the effect of personal purchase and ownership.

(*c*) Should the provincial administration procure the trifling cost per pupil of common school books, and omit to do the same for

the necessarily more expensive high school books, there would be hundreds of complaints against the government for not going a little further and providing for all grades of the public schools all the texts needed up to grade A.

(*d*) But why should the Provincial Government interfere in the trifling matter of free common school texts, and omit the more important because more neglected equipment of the school-rooms, such as maps, charts, dictionaries, globes, physical, chemical and biological apparatus, blackboards, hardwood floors, so that schools could be kept clean, proper furnaces or heaters for warming, and proper appliances for ventilation?

(*e*) The providing of free text books by the provincial administration would be an interference with what is now under the full charge of the local authorities. If any interference should be undertaken, it should be undertaken in respect to the things more likely to be neglected. But the policy of interference even in this unnecessary point is a dangerous one.

(*f*) Dangerous as well as costly because the distribution of books would have to be delegated to a great number of individuals whose work could not always be effectually watched.

(*g*) Dangerous as well as uneconomic, because a large part of the business of the bookseller would be handed over to many government agents who could not afford to do the work of distribution so cheaply as the regular traders who make a business of it, unless they were also in the trade; and there would always be the liability of more complaints than at present, on account of the resentment of those who imagined their business affected by it.

The Provincial Government can do its best work in prescribing the best books, on condition of their being supplied to the regular trade at prices which will enable them to be distributed to the schools in the usual way with the least profit which general custom has established. The new Nova Scotian Readers, particularly Nos. I, II and III, fulfil this condition so closely that the trade says the discounts are too small to pay the cost and risk of retailing them; while the publishers complain that from the character of the paper, typography and binding exacted, and the advancing cost of printing and material, no higher discounts can be given without loss, and the consequent cessation of publication. It costs more, it is said on good authority, to transport books from Toronto to Halifax, than from Edinburg or London.

The Advisory Board is at present comparing the character and prices of the common school books of the various provinces of Canada, which are virtually following the lead of Nova Scotia in producing cheap texts. It must be remembered, however, that when

we read of the cost of books in Ontario, it is simply the cost of the printing, paper and binding we are having. The government pays for the copyright, the editorial and typographic work until the perfect stereotype plates are ready for the printing machines. For a province like Nova Scotia with only 100,000 pupils the cost of this preliminary work (the making of the book) will of course be five times greater per book added to the cost of paper and printing, than for a constituency of 500,000 pupils.

Could all the provinces of Canada agree to use the same school books, and the books be prepared for 1,000,000 instead of 100,000 children, this first cost of making the book into the plates would be practically one-tenth per book. But with this we must also bear in mind, that a two-cent copybook, for instance, made thus in Toronto for the Dominion, could not be sold in Nova Scotia under three cents, and at that figure with too small a margin to cover cost and risk and make the regular rate of profit. These remarks are made, mainly to indicate the difficult character of the problem which the Advisory Board is called upon to consider.

In Conclusion.

I have to report that our teachers are laying increasing stress on the importance of aiding the formation of the desired character in their pupils. This is quite compatible with the desire to excel in their studies; and we have the pleasing sight at all terminal public exercises, of seeing the multitude of presumably unsuccessful rivals heartily applaud the prize winners, when prizes are awarded. In sports the same spirit prevails. Toleration of the views and feelings of others is developing, especially when the presumption of good moral character or purpose is felt to exist. The academic spirit of examining things from different points of view is being discovered as essential for cordial citizenship. With it all a good moral tone demanding rightness of motive and correctness of action is becoming more general. School-room manners are improving. Unsuccessful high school candidates no longer treat provincial examiners and officers as careless, heartless villains in their communications. They at least assume a cautious tone, and politely plead that an oversight or accident may have inadvertently occurred. The rural school boy is more apt to assume the stranger to be well-disposed, instead of indicating his suspicion of hostility or unworthiness. The civilizing effects of the schools, to use no higher term, appear to be progressing favorably.

I have the honor to be,

Your obedient servant,

A. H. MacKay,

Superintendent of Education.

PART II.

STATISTICAL TABLES.

PUBLIC SCHOOLS, COUNTY ACADEMIES, ETC

TABLE I.—SCHOOL SECTIONS, &c., (GENERAL).

Nova Scotia, Year ended July, 1908.

County.	Total No. of School Sections.	No. of Sections without School any part of the year.	Total No of Schools in session during any part of year.	No. of Schools in session under 50 days.	50 and under 100 days.	100 and under 150 days.	150 and under 200 days.	200 and under full year.	Full year of 215 days	Average No. of days all Schools were in session.	No. of Teachers.	No. of Licensed Assistants.	No. of Teachers holding Normal School Diploma.	No. of pupils registered at School during year	Proportion of Population (census of 1901) at School during year.	No. of School gardens for purposes of instruction.
Annapolis	110	5	131	.....	3	6	17	57	48	200.6	144	....	57	4281	1 in 4.4	5
Antigonish	70	11	74	.....	...	2	13	32	27	209.3	77	2	22	2618	1 " 5.2	2
Cape Breton	116	28	235	3	7	4	41	161	19	198.	250	....	111	11865	1 " 4.1	8
Colchester	120	5	157	1	1	2	25	80	48	207.	172	....	71	5538	1 " 4.5	7
Cumberland	150	7	218	.....	1	11	18	148	40	201.9	236	...	91	9208	1 " 3.9	3
Digby	81	3	110	.....	4	8	9	46	43	199.4	118	.....	61	4534	1 " 4 4	5
Guysboro	88	9	97	.....	....	8	19	46	24	199.2	97	....	26	3590	1 " 5.1	.....
Halifax City	1	.....	161	1	1	....	1	22	136	207.	169	...	96	8596	1 " 4.7	.....
Halifax County	146	12	165	.....	4	9	21	55	76	198.5	172	...	50	6830	1 " 4.9	.....
Hants	95	.....	126	2	2	5	12	66	39	201.	136	1	57	4456	1 " 4 5	3
Inverness	143	24	139	6	5	17	32	53	26	182.1	144	.....	53	5280	1 " 4.6	.....
Kings	105	6	128	.....	3	5	13	49	58	204.1	142	2	60	4657	1 " 4.7	2
Lunenburg	146	3	185	.....	4	6	26	80	69	202.3	194	1	61	7430	1 " 4.4	8
Pictou	129	4	182	.....	2	8	30	99	43	201.5	195	.....	57	6469	1 " 5.2	2
Queens	45	.....	63	1	1	2	8	36	15	201 1	65	.....	21	2192	1 " 4.6	1
Richmond	68	8	73	2	4	4	11	28	24	192.8	73	.....	28	2690	1 " 5.	.....
Shelburne	64	1	85	.....	....	4	7	44	30	206.	89	....	13	3064	1 " 4.6	.....
Victoria	64	10	58	2	3	9	18	18	8	176.5	62	.....	10	1834	1 " 5.7	.....
Yarmouth	75	1	129	.....	2	6	13	79	29	202.	129	.....	68	4973	1 " 4.5	.....
Total, 1908	1816	137	2516	18	47	116	334	1199	802	199.5	2664	6	1013	100105	1 in 4.5	46
" 1907	1830	167	2465	18	38	99	592	964	754	193.3	2626	14	1033	100007	1 " 4.5	81
Increase	.....	.....	51	.....	9	17	....	235	48	6.2	38	....	.....	98	.....	.....
Decrease	14	30	.....	.....	....	....	258	....	....	.....	.....	8	20	.....	.....	35

TABLE II.—TEACHERS EMPLOYED (Classification and Analysis).

Nova Scotia, Year ended July, 1908.

County.	Male.							Female.							Total.		
	Academic A (cl. & sc.)	Academic A (cl.)	Academic A (sc.)	First-Class, B	Second-Class, C	Third-Class, D	Third (Prov.) D	Academic A (cl. & sc.)	Academic A (cl.)	Academic A (sc.)	First-Class, B.	Second-Class, C	Third-Class, D	Third (Prov.) D	Males.	Females.	Total.
Annapolis	.....	3	.....	11	9	5	....	.....	1	.....	30	50	.....	9	28	116	144
Antigonish	...	3	.....	4	3	2	1	.....	2	.....	5	23	28	6	13	64	77
Cape Breton	.....	5	3	10	11	7	3	.....	.....	.....	50	95	56	10	39	211	250
Colchester	.....	1	2	5	4	1	.....	....	1	1	32	71	49	5	13	159	172
Cumberland	1	1	3	7	5	1	....	.....	3	2	41	100	70	2	18	218	236
Digby	.....	2	.....	7	1	3	.....	....	.....	.....	15	39	42	9	13	105	118
Guysboro	.....	1	1	1	8	2	3	....	.....	.....	10	30	35	6	16	81	97
Halifax City	1	9	1	8	2	1	1	.....	5	.....	69	69	1	2	23	146	169
Halifax County	.....	.....	1	.....	2	....	5	....	.....	....	16	77	65	6	8	164	172
Hants	.....	3	.....	1	1	....	1	....	.....	1	24	68	35	2	6	130	136
Inverness	.....	.....	1	11	17	15	6	.....	.....	.....	7	31	48	8	50	94	144
Kings	....	1	.....	3	7	....	.....	....	2	1	39	63	23	3	11	131	142
Lunenburg	.	4	....	3	5	3	....	1	....	.....	20	78	75	5	15	179	194
Pictou	1	2	4	7	7	2	3	...	.....	1	28	90	43	7	26	169	195
Queens	...	1	.....	1	.....	1	...	.....	1	.....	10	26	23	2	3	62	65
Richmond	....	.....	1	3	13	10	2	.....	....	1	4	18	19	2	29	44	73
Shelburne	1	.....	.....	4	4	1	....	.....	.....	....	8	34	34	3	10	79	89
Victoria	.....	...	1	2	5	4	2	.....	.....	.....	....	13	22	13	14	48	62
Yarmouth	2	1	3	8	3	3	.....	.....	.....	2	26	48	27	6	20	109	129
Total, 1908	6	37	21	96	107	61	27	1	15	9	434	1023	721	106	355	2309	2664
" 1907	4	42	15	101	105	74	13	1	15	10	439	969	743	95	354	2272	2626
Increase	2	.....	6	.....	2	.....	14	.....	.....	.....	.....	54	.....	11	1	37	38
Decrease	.....	5	.....	5	.....	13	.....	.....	.....	1	5	.....	22	.....	.....	.....	.....

TABLE II.—TEACHERS EMPLOYED (CLASSIFICATION AND ANALYSIS)—*Continued.*

Nova Scotia, Year ended July, 1908.

County.	Licensed Ass'ts.					Total Period of Service.										
	Males.	Females.	New Teachers.	Old Teachers, but new to Sections.	Teachers continued in the same section as previous year.	No. whose total service as teachers was one year or under.	Over one and up to two years.	Over two and up to three years.	Over three and up to four years.	Over four and up to five years.	Over five and up to seven years.	Over seven and up to ten years.	Over ten and up to fifteen years.	Over fifteen and up to twenty years.	Over twenty and up to thirty years.	Over thirty years.
Annapolis	.....	.....	27	75	42	27	26	19	18	9	17	8	10	3	6	1
Antigonish	2	.....	19	27	31	32	2	7	3	6	5	1	5	7	7	2
Cape Breton	.....	.....	21	92	137	50	34	24	20	19	33	24	14	12	19	1
Colchester	.....	.....	42	86	44	74	25	19	11	16	8	5	8	4	1	1
Cumberland	.....	.....	50	114	72	84	30	25	23	16	21	17	13	2	3	2
Digby	.....	.....	29	51	38	29	14	10	9	10	15	13	10	3	4	1
Guysboro	.....	.....	23	46	28	37	13	11	9	5	5	7	5	1	2	2
Halifax City	.....	.....	7	7	155	7	8	11	3	6	22	21	17	26	28	20
Halifax County	.....	.....	39	66	67	81	22	13	10	10	17	2	7	4	5	1
Hants	.....	1	31	59	46	33	26	17	13	10	3	9	11	4	6	4
Inverness	.....	.....	26	74	44	42	14	14	12	11	8	13	12	7	10	1
Kings	.....	2	32	74	36	32	27	21	12	10	14	9	6	6	3	2
Lunenburg	.....	1	32	92	70	32	30	28	17	13	23	14	20	6	9	2
Pictou	.....	.....	39	92	64	64	27	18	20	11	23	12	10	4	2	4
Queens	.....	.....	16	34	15	16	6	10	5	7	5	8	5	2	1	....
Richmond	.....	.....	18	28	27	28	6	10	7	2	6	4	2	5	3	....
Shelburne	.....	.....	14	48	27	28	13	12	9	2	4	7	11	1	1	1
Victoria	.....	.....	16	35	11	26	10	3	3	1	5	5	3	2	2	2
Yarmouth	.....	.....	24	42	63	37	13	9	4	6	17	16	10	6	10	1
Total, 1908	2	4	505	1142	1017	759	346	281	208	170	251	195	179	105	122	48
" 1907	4	10	481	1097	1048	688	332	282	201	183	283	201	181	112	123	40
Increase	.....	.....	24	45	.....	71	14	.....	7	.....	.....	.....	.....	.....	.....	8
Decrease	2	6	.....	.....	31	.....	.....	1	.....	13	32	6	2	7	1	....

TABLE III.—TEACHERS EMPLOYED (Analysis of Academic, First and Second Classes).

Nova Scotia, Year ended July, 1908.

County.	Class A.—Males									Class A.—Females								
	Service one yr. or under.	Over one and up to three yrs	Over three and up to five yrs	Over five and up to seven years.	Over seven and up to ten yrs	Over ten and up to fifteen years.	Over fifteen and up to twenty years	Over twenty and up to thirty years.	Over thirty years.	Service one yr. or under.	Over one and up to three yrs	Over three and up to five yrs.	Over five and up to seven years.	Over seven and up to ten yrs.	Over ten and up to fifteen years	Over fifteen and up to twenty years.	Over twenty and up to thirty years.	Over thirty years.
Annapolis	....	....	1	....	....	....	....	2	....	....	....	1	....	....	....	....	....	....
Antigonish	....	1	1	....	....	....	1	....	....	....	1	1	....	....	....	....	....	....
Cape Breton	....	....	....	2	3	1	2	....	....	....	....	....	....	....	....	....	....	....
Colchester	....	....	1	....	....	1	1	....	....	....	1	....	....	....	....	1	....	....
Cumberland	1	1	....	....	1	1	....	....	1	....	1	2	1	....	1	....	....	....
Digby	....	....	....	....	1	1	....	....	....	....	....	....	....	....	....	....	....	....
Guysboro	....	....	....	....	1	....	....	1	....	....	....	....	....	....	....	....	....	....
Halifax City	....	1	1	....	1	2	3	1	2	....	....	....	3	....	....	1	....	1
Halifax County	....	....	....	....	....	1	....	....	....	....	....	....	....	....	....	....	....	....
Hants	....	....	....	....	....	....	1	1	1	....	....	....	....	....	....	....	1	....
Inverness	....	....	....	....	....	....	1	....	....	....	....	....	....	....	....	....	....	....
Kings	....	....	1	....	....	....	....	....	....	....	....	....	3	....	....	....	....	....
Lunenburg	....	....	....	1	....	1	....	1	1	....	....	....	....	....	....	1	....	....
Pictou	1	....	1	....	2	1	1	1	....	....	....	....	....	....	1	....	....	....
Queens	....	....	....	....	1	....	....	....	....	....	....	....	....	....	....	....	1	....
Richmond	....	....	....	1	....	....	....	....	....	....	....	1	....	....	....	....	....	....
Shelburne	....	....	....	....	1	....	....	....	....	....	....	....	....	....	....	....	....	....
Victoria	....	....	....	....	....	1	....	....	....	....	....	....	....	....	....	....	....	....
Yarmouth	....	....	....	....	1	2	1	1	1	....	....	....	....	2	....	....	....	....
Total, 1908	2	3	6	4	12	12	11	8	6	....	3	5	7	2	2	3	2	1
" 1907	....	3	6	7	9	9	12	11	4	2	3	7	6	1	1	3	2	1
Increase	2	....	....	....	3	3	....	....	2	....	....	....	1	1	1	....	....	....
Decrease	....	....	....	3	....	....	1	3	....	2	....	2	....	....	....	....	....	....

TABLE III.—TEACHERS EMPLOYED (Analysis of Academic, First and Second Classes)—*Continued.*

Nova Scotia, Year ended July, 1908.

County.	Class B.—Males.									Class B.—Females.								
	Service one yr. or under.	Over one and up to three years.	Over three and up to five years.	Over five and up to seven years.	Over seven and up to ten years.	Over ten and up to fifteen years.	Over fifteen and up to twenty years.	Over twenty and up to thirty years	Over thirty years.	Service one yr. or under.	Over one and up to three years.	Over three and up to five years.	Over five and up to seven years.	Over seven and up to ten years.	Over ten and up to fifteen years	Over fifteen and up to twenty years.	Over twenty and up to thirty years.	Over thirty years.
Annapolis	....	1	2	2	2	....	2	2	....	....	10	7	8	2	2	....	1	....
Antigonish	....	..	...	....	....	...	....	3	1	2	....	1	1	....	....	....	1	....
Cape Breton	2	1	2	1	2	1	....	1	....	7	11	13	8	5	1	4	1	....
Colchester	3	1	....	....	....	..	...	1	....	9	10	6	1	1	5	....	....	....
Cumberland	1	....	2	3	....	1	...	....	....	6	5	11	8	7	2	1	1	....
Digby	1	1	1	....	..	3	1	....	....	1	5	2	2	3	1	....	1	....
Guysboro	....	..	....	....	1	...	....	....	....	2	1	3	1	2	1	....	....	....
Halifax City	....	1	1	2	....	....	....	3	1	5	11	5	7	12	4	10	12	3
Halifax County	....	....	....	....	....	....	....	....	....	3	3	3	5	..	1	1	....	....
Hants	....	....	....	....	1	...	....	....	....	2	6	4	4	4	1	1	2	....
Inverness	2	....	1	....	2	1	....	4	1	....	3	1	1	1	1	....	....	....
Kings	....	....	....	1	....	....	....	1	1	3	14	9	10	2	....	1	....	....
Lunenburg	....	2	1	....	....	....	....	....	....	....	5	4	5	1	4	....	1	....
Pictou	1	...	4	....	1	....	....	....	1	3	6	8	6	....	4	....	1	....
Queens	....	....	....	....	1	....	....	....	....	1	2	1	3	....	1	2	....	....
Richmond	....	....	1	....	....	1	1	....	....	1	2	....	....	....	....	....	1	....
Shelburne	....	....	2	....	....	2	....	....	....	....	4	1	1	2	....	....	....	....
Victoria	....	....	....	....	....	....	....	....	2	....	....	....	....	....	....	....	....	....
Yarmouth	....	2	1	2	1	1	....	1	....	6	5	2	5	5	1	....	2	....
Total, 1908	10	9	18	11	11	10	4	16	7	51	103	81	76	47	29	20	24	3
" 1907	6	17	14	14	9	12	8	16	5	45	88	103	79	40	32	24	26	2
Increase	4	....	4	....	2	...	....	....	2	6	15	....	..	7	....	....	....	1
Decrease	....	8	....	3	....	2	4	....	....	....	....	22	3	....	3	4	2	....

TABLE III.—TEACHERS EMPLOYED (ANALYSIS OF ACADEMIC, FIRST AND SECOND CLASSES)—*Continued.*

Nova Scotia, Year ended July, 1908.

County.	Class C.—Males.									Class C.—Females								
	Service one yr. or under.	Over one and up to three years.	Over three and up to five years.	Over five and up to seven years.	Over seven and up to ten years	Over ten and up to fifteen years.	Over fifteen and up to twenty years.	Over twenty and up to thirty years.	Over thirty years.	Service one yr. or under.	Over one and up to three years.	Over three and up to five years.	Over five and up to seven years.	Over seven and up to ten years.	Over ten and up to fifteen years.	Over fifteen and up to twenty years.	Over twenty and up to thirty years.	Over thirty years.
Annapolis	1	3	3	.....	.....	.....	.....	2	....	7	20	9	5	2	7	...	...	....
Antigonish	....	1	.....	.....	.....	.....	.....	2	....	9	1	2	2	1	3	4	1	....
Cape Breton	2	2	1	.....	.....	1	1	4	....	9	27	15	14	11	5	3	10	1
Colchester	2	.....	1	1	...	.....	.....	.....	....	29	20	14	2	2	1	2	1	....
Cumberland	1	...	.....	1	1	2	.....	.....	....	30	27	16	9	8	5	2	2	1
Digby	....	...	1	.....	.....	.....	.....	.....	....	6	13	7	5	5	2	....	...	1
Guysboro	2	3	....	.....	.....	1	.....	1	1	8	13	6	....	1	2		...	....
Halifax City	...	.....	....	1	.....	.....	.....	...	1	2	6	2	10	7	9	10	12	11
Halifax County	....	1	.....	1	.....	.....	.....	.....	....	27	17	9	10	1	5	3	5	....
Hants	....	.....	1	.....	.....	.....	.....	.....	....	10	21	20	.....	3	8	2	1	3
Inverness	1	2	1	....	2	3	3	5	....	8	5	10	3	2	2	.....	1	....
Kings	5	1	....	.....	.....	...	1	.....	....	15	19	4	5	8	3	8	1	....
Lunenburg	1	3	..	1	...	.....	.....	.....	....	5	24	16	11	6	9	3	4	....
Pictou	2	.....	2	1	1	.....	1	.....	....	25	29	12	11	6	2	...	.....	....
Queens	....	.....	.....	.....	....	.....	.....	.....	....	6	7	6	1	3	3	3	...	2
Richmond	3	3	2	2	.....	.....	2	1	....	5	5	3	3	1	1	.....	....	....
Shelburne	1	2	1	..	...	.....	.....	.....	....	7	8	3	2	3	8	1	1	1
Victoria	1	1	1	.....	...	.....	....	2	....	5	3	1	1	3	.....	....	....	....
Yarmouth	1	2	.....	.....	....	.....	.....	.....	....	11	10	4	6	8	4	1	4	....
Total, 1908	23	24	14	8	4	7	8	17	2	224	275	159	100	81	79	42	43	20
" 1907	30	23	10	3	11	6	8	11	3	207	269	141	91	72	86	44	38	21
Increase	.....	1	4	5	.....	1	....	6	....	17	6	18	9	9	..	.....	5	....
Decrease	7	..	..	.....	7	.....	....	.....	1	.....	....	.....	....	.....	7	2	.....	1

TABLE IV. ATTENDANCE (QUARTERS).

Nova Scotia, Year ended July, 1908.

County.	First Quarter.			Second Quarter.				Third Quarter.				Fourth Quarter.			
	Total on register at end of quarter.	Average daily attendance.	Percentage of pupils enrolled in daily attendance.	Total on register at end of quarter	No. attended during quarter.	Average daily attendance.	Percentage of those attended during qtr. in daily atten'ce.	Total on register at end of quarter.	No. attended during quarter.	Average daily attendance.	Percentage of those attended during qtr. in daily atten'ce.	Total on register at end of quarter.	No. attended during quarter.	Average daily attendance	Percentage of those attended during qtr. in daily atten'ce.
Annapolis	3475	2438.3	70.2	3893	3630	2479.9	68.3	4026	3394	2429.2	71.5	4281	3518	2454.	69.8
Antigonish	1999	1320.6	66.	2342	2160	1447.2	67.	2461	2093	1400.5	66.9	2618	2209	1482.8	67.1
Cape Breton	10003	6852.1	68.5	10837	10027	6721.4	67.	11176	9741	6667.	68.4	11865	10142	7447.6	73.4
Colchester	4630	3305.8	70.3	5073	4649	3167.2	67.4	5337	4428	3096.9	66.4	5538	4723	3363.8	67.7
Cumberland	7488	5327.	71.1	8240	7731	5107.8	66.	8584	7289	5121.2	70.	9208	7537	5402.7	71.6
Digby	3793	2532.2	66.9	4035	3399	2235.8	62.1	4303	3518	2351.5	67.	4534	3771	2616.4	69.5
Guysboro	2772	1800.8	64.9	3220	3000	1954.8	65.1	3417	2896	1915.9	62 7	3590	2857	1981.1	68.9
Halifax City	7862	6296.2	80.	8126	7890	6054.7	76.7	8199	7661	6049.	78.9	8596	7900	6019.6	76.2
Halifax County	5394	3695.6	68.4	5933	5438	3759.8	68.4	6055	5313	3756.3	77.	6830	5299	3716.4	71.3
Hants	3686	2617.8	70.	3966	3647	2478.5	68.	4070	3480	2683.5	77.1	4470	3737	2700.	72.3
Inverness	3646	2299.3	63.	4396	4014	2512.	62.5	4667	3825	2415.1	63.1	5280	4330	2735.1	62.1
Kings	3537	2286.4	64.6	4234	3904	2614.	66.9	4364	3658	2644.5	72.	4657	3683	2526.	68.6
Lunenburg	6156	4246.1	68.9	6808	6411	4318.	67 3	7031	6214	4441.1	71.5	7328	6035	4244.3	70.3
Pictou	5637	4027 1	71.4	5980	5553	3888.1	70.	6140	5181	3566.9	68.8	6469	5511	4008.5	72.7
Queens	1889	1391.1	73.7	1995	1864	1330.7	71.5	2088	1853	1344.8	72.5	2192	1850	1353.4	73.1
Richmond	2040	1258.7	61.2	2256	2046	1232.2	60.2	2424	1992	1251.4	62.8	2690	2189	1410.	64.4
Shelburne	2616	1897.5	72.6	2852	2671	1823.1	68.3	2949	2562	1823.3	71.2	3064	2588	1811.5	69.9
Victoria	1205	752 7	62.5	1516	1407	890.3	63.3	1676	1440	959.6	66.6	1834	1477	958.	64.9
Yarmouth	4161	3288.7	79.	4634	4377	3005.6	68.7	4620	4136	3084.4	74 5	4973	4124	3148.3	76.3
Total, 1908	81989	57634.	70.2	90336	84018	57021.1	67.3	93587	80674	57002.1	70.6	100017	83480	59379.5	71.1
" 1907	84585	60677.9	71.7	91391	83814	56224.8	67.	94011	79087	51555.3	65.1	99836	82912	59306.9	71.7
Increase	..	.....	.....	....	204	796.3	.3	.....	1587	5446.8	5.5	181	538	726.	.....
Decrease	2596	3043.9	1.5	1055	.....	.. ....	.....	424	..	.. ..	.....	..	...	.....	.6

TABLE V.—ATTENDANCE (Semi-Annual and Annual).

Nova Scotia, Year ended July, 1908.

County.	Half Years.				Whole School Year.					
	Days taught first half year.	Days taught second half year.	Total days attendance first half year.	Total days attendance second half year.	Rectified annual enrolment.	Total days attendance whole year.	Daily present on an average.	Percentage of annual enrolment, daily present.	Average of quarterly percentages of attendance.	Rectified total days' attendance for whole year.
Annapolis	12929.	13250.	253705.	256587.5	4281	510292.5	2479.4	58.	69.9	510292.5
Antigonish	7938.	8184.	135861.	149303.	2618	285164.	1435.2	54.8	66.7	285164.
Cape Breton	22043.5	24495.5	692130.5	744410.	11865	1436540.5	7153.3	60.3	69.4	1436540.5
Colchester	15862.5	16284.5	338464.5	339477.	5538	677941.5	3198.8	56.3	66.8	677941.5
Cumberland	21554.5	22477.	541398.	541319.	9208	1082717.	5312.5	57.4	69.6	1082717.
Digby	10937.	11306.5	254043.	262306.	4534	516349.	2604.3	57.4	66.4	516349.
Guysboro	9250.	10079.	191601.	204049.	3590	395650.	1947.9	54.3	65.4	395650.
Halifax City	15549.	16182.	618225.	637741.	8596	1255966.	5656.3	65.9	78.6	1255966.
Halifax County	16178.	16563.	389312.	395896.	6830	785208.	3732.	55.1	71.2	785208.
Hants	12492.5	12839.	263075.	273157.	4456	536232.	2612.	58.6	71.8	536232.
Inverness	11439.5	13835.	240131.	297551.	5280	507682.	2658.3	50.3	62.7	537682.
Kings	12717.	13206.	254421.	270952.	4657	525373.	2531.5	54.4	68.	525373.
Lunenburg	18704.	18730.5	446973.5	460825.5	7430	907799.	4396.	59.2	69.5	907799.
Pictou	18326.	18378.	406469.	397502.	6469	803971.	3895.	54.2	64.8	803971.
Queens	6184.	6484.	141978.5	141742.5	2192	283721.	1376.6	62.3	72.7	283721.
Richmond	6702.	7369.	128764.	139655.	2690	268419.	1364.5	50.7	62.1	268419.
Shelburne	8644.	8861.	195000.	191625.5	3064	386625.5	1856.7	61.	70.5	386625.5
Victoria	4481.	5756.	77171.	99170.	1834	176341.	995.3	54.3	64.3	176341.
Yarmouth	13136.5	12921.5	326955.	326001.5	4973	652856.5	3158.1	63.2	74.6	652856.5
Total, 1908	245068.	257201.5	5895578.	6129270.5	100105	11994848.5	58343.7	58.2	69.8	12024848.5
" 1907	238215.	241902.5	5767220.5	5565017.5	100007	11332238.	57173.9	57.1	67.5	11332238.
Increase	6853.	15299.	128357.5	564253.	98	662610.5	1169.8	1.1	2.3	692610.5
Decrease	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

TABLE VI.—STATISTICS OF ATTENDANCE, ENROLMENT AND SPECIAL SUBJECTS.

Nova Scotia, Year ended July, 1908.

County.	No. on Register whose Attendance during the whole year was						Analysis of Annual Enrolment.				
	Less than 20 days.	20 to 49 days	50 to 99 days	100 to 149 days.	150 to 199 days.	200 days and over.	Under 5 years of age.	Over 5 and under 15.	15 years and over.	No. of Boys.	No. of Girls.
Annapolis	326	590	763	868	1451	283	78	3758	445	2137	2144
Antigonish	230	420	546	655	724	43	33	2199	386	1357	1261
Cape Breton	761	1447	2074	2691	4344	548	148	11083	634	5815	6050
Colchester	355	693	941	1158	1991	400	98	4914	526	2760	2778
Cumberland	662	1219	1542	2087	3309	389	117	8424	667	4663	4545
Digby	312	589	1007	966	1346	314	101	4117	316	2182	2352
Guysboro	406	573	773	612	1037	189	79	3279	232	1857	1733
Halifax City	281	547	796	1608	4610	754	86	7898	612	4155	4441
Halifax County	516	957	1231	1615	2105	406	137	6327	366	3421	3409
Hants	331	628	761	915	1411	410	66	4060	330	2182	2274
Inverness	647	1010	1162	1130	1168	163	107	4759	414	2691	2589
Kings	342	760	893	947	1379	336	69	4079	509	2409	2248
Lunenburg	521	963	1312	1439	2559	636	133	6885	412	3797	3633
Pictou	389	762	1094	1356	2491	377	57	5796	616	3209	3260
Queens	133	229	347	400	858	225	22	2005	165	1078	1114
Richmond	297	501	587	548	637	120	61	2407	222	1373	1317
Shelburne	169	395	473	627	1141	259	62	2810	192	1481	1583
Victoria	173	317	502	411	393	38	24	1630	180	917	917
Yarmouth	213	568	765	918	1976	533	91	4554	328	2423	2550
Total, 1908	7064	13168	17569	20951	34930	6423	1569	90984	7552	49906	50199
" 1907	7667	13961	19225	23481	33061	2612	1737	90774	7496	49849	50158
Increase	.....	.....	.....	.....	1869	3811	.....	210	56	57	41
Decrease	603	793	1656	2530	.....	.....	168	.....	.....	.....	.....

TABLE VI.—STATISTICS OF ATTENDANCE, ENROLMENT AND SPECIAL SUBJECTS.—(*Continued*).

Nova Scotia, Year ended July, 1908.

County.	No. taking Special Subjects in Common School Grades.							
	Agriculture.	Wood or Metal Work.	Domestic Science.	Needle Work.	Short-hand.	"Evening" School pupils.		No. taking these special subjects only
Annapolis	138	146	76	83				
Antigonish			61	155	16			4
Cape Breton	44	375	143	379				
Colchester	62	99	115	59				6
Cumberland								
Digby	35							
Guysboro								
Halifax City	7	204	217	1737	8			
Halifax County		154		33				
Hants		56	63	52				
Inverness				40				
Kings	6	76	78	40				
Lunenburg		151	146	146				
Pictou		125	299	96				19
Queens	3					2		
Richmond								
Shelburne								
Victoria								
Yarmouth		117	140	140				
Total, 1908	295	1503	1338	2960	24	2		29
" 1907	293	1747	1266	2914	10	17		2
Increase	2		72	46	14			27
Decrease		244				15		

TABLE VII.—CLASSIFICATION OF PUPILS.

Nova Scotia, Year ended July, 1908.

County.	No. of Pupils in each Grade during the Year.													
	Kindergarten		I.		II.		III.		IV.		V.		VI.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Annapolis	23	20	468	437	192	185	248	196	236	210	270	248	172	200
Antigonish	....	8	289	195	127	138	131	90	176	125	207	137	135	128
Cape Breton	59	105	1797	1718	833	811	736	712	778	727	642	670	408	428
Colchester	66	65	561	531	282	277	297	299	292	249	348	313	261	230
Cumberland	.....	.....	1346	1067	669	658	620	523	560	515	458	433	346	369
Digby	3	5	687	652	262	278	303	281	267	248	216	275	170	176
Guysboro	....	...	475	356	241	190	223	194	250	230	220	205	162	172
Halifax City	71	138	1092	1012	499	467	538	439	529	547	451	490	371	405
Halifax County	118	125	847	694	402	370	405	390	483	390	425	414	328	417
Hants	.....	.....	472	464	251	234	262	249	269	270	279	246	198	224
Inverness	61	71	640	629	330	296	322	267	373	354	296	259	257	254
Kings	....	.....	495	382	234	213	269	226	257	219	309	273	261	242
Lunenburg	31	21	873	719	477	419	483	422	515	489	547	459	388	326
Pictou	5	4	760	611	333	315	338	342	378	346	356	347	306	320
Queens	1	4	271	209	123	112	126	153	146	130	141	110	109	113
Richmond	....	.....	416	400	174	136	174	136	200	175	143	142	95	103
Shelburne	3	.....	401	358	168	175	200	190	199	197	158	162	116	139
Victoria	10	15	158	167	105	109	126	101	139	109	131	109	107	103
Yarmouth	.....	.....	675	597	362	344	318	316	306	307	257	278	166	197
Total, 1908	451	581	12723	11198	6064	5727	6119	5526	6353	5837	5854	5570	4356	4546
" 1907	414	497	12450	11198	6243	5540	6388	5884	6648	6038	5549	5471	4279	4411
Increase	37	84	273	....	.....	187	.....	....	.....	.....	305	99	77	135
Decrease	....	.....	.....	.....	179	....	269	358	295	201	.....	.....	.....	.....

TABLE VII.—CLASSIFICATION OF PUPILS—(*Continued*).

Nova Scotia, Year ended July, 1908.

County.	No. of Pupils in each Grade during the Year											
	VII.		VIII.		IX.		X.		XI.		XII.	
	Boys	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Annapolis	149	164	132	148	143	184	60	102	42	47	2	3
Antigonish	86	112	57	91	66	105	42	60	27	29	40	17
Cape Breton	203	279	191	224	103	232	43	100	21	42	1	2
Colchester	222	218	154	180	162	229	67	107	37	65	11	15
Cumberland	276	326	198	278	116	220	48	100	26	56	.....	.....
Digby	115	139	73	126	61	107	14	48	11	17	.....	.....
Guysboro	98	143	86	100	62	93	29	33	10	16	1	1
Halifax City	226	312	163	245	129	188	56	113	30	85	.....	.....
Halifax County	160	219	131	180	89	149	25	42	8	19	.....	.....
Hants	163	165	129	146	109	181	40	65	10	30	.....	.....
Inverness	137	144	125	135	105	129	29	40	16	11	.....	.....
Kings	189	164	154	159	143	195	60	116	37	59	1	.....
Lunenburg	224	290	137	185	84	185	26	79	12	39	.....	.....
Pictou	186	225	189	241	215	302	73	113	54	74	16	20
Queens	64	76	48	90	25	59	18	38	5	19	1	1
Richmond	56	72	44	57	37	66	23	25	11	5	.....	.....
Shelburne	105	136	51	65	51	80	14	57	15	24	.....	.....
Victoria	58	55	36	64	32	45	6	31	9	9	.....	.....
Yarmouth	140	191	73	115	77	110	25	54	24	38	.....	3
Total, 1908	2857	3430	2171	2829	1809	2859	698	1323	405	684	73	62
" 1907	2821	3337	2265	2928	1673	2705	722	1395	333	705	64	49
Increase	36	93	.....	.....	136	154	.....	.....	72	.....	9	13
Decrease	.....	.....	94	99	.....	.....	24	72	.....	21	.....	.....

TABLE VIII.—ANALYSIS OF HIGH SCHOOL STUDIES, (GRADE IX).

Nova Scotia, Year ended July, 1908.

County.	English.	Latin.	French.	History.	Geography.	Algebra.	Geometry.	Arithmetic.	Bookkeeping.	Short-hand.	Drawing.	Botany.	Physics.	Agriculture.	Wood or Metal Work.	Domestic Science.	Music (Vocal).	In Cadet Corps.	Taking full High School Course	Taking partial High School Course.	Total of High School Grade.
Annapolis	322	42	16	29	313	301	9	326	30	2	275	267	270	33	9	16	58	9	273	54	327
Antigonish	168	66	77	33	158	163	36	168	1	2	96	110	112	....	....	...	1	....	142	29	171
Cape Breton	331	166	113	....	325	316	8	315	....	....	234	213	198	....	25	....	34	8	300	35	335
Colchester	385	61	70	7	386	380	....	390	11	....	382	346	356	4	42	40	....	46	354	37	391
Cumberland	316	60	....	31	268	312	10	321	25	4	303	302	305	....	....	...	57	....	279	57	336
Digby	158	12	36	16	156	159	3	167	12	....	157	121	126	12	....	....	2	....	139	29	168
Guysboro	152	36	18	11	151	144	6	154	23	....	142	96	96	....	..	....	....	....	137	18	155
Halifax City	313	173	214	....	240	304	....	310	3	9	206	106	93	...	....	4	88	97	304	13	317
Halifax County	238	24	33	107	204	210	103	227	19	..	191	175	211	....	28	....	5	....	173	65	238
Hants	285	40	10	....	285	75	97	283	50	....	267	250	263	....	13	27	16	5	226	64	290
Inverness	233	46	53	45	229	229	4	231	....	....	177	192	198	....	...	....	....	....	203	31	234
Kings	331	62	34	21	335	292	4	331	38	....	203	247	264	....	21	27	22	....	233	105	338
Lunenburg	269	52	28	44	266	263	28	260	27	....	253	235	227	....	....	....	49	....	237	32	269
Pictou	505	167	68	51	480	492	15	500	18	...	426	468	473	....	....	28	7	....	456	61	517
Queens	84	4	3	14	82	75	2	82	5	...	78	78	75	....	....	....	....	....	68	16	84
Richmond	103	34	54	5	103	103	8	102	....	....	81	81	81	....	...	....	....	....	102	1	103
Shelburne	127	21	9	11	126	127	....	129	....	....	103	116	117	...	....	....	43	....	114	17	131
Victoria	76	16	4	7	73	72	....	76	1	....	66	70	72	....	....	....	4	....	66	11	77
Yarmouth	184	51	68	3	174	178	....	181	....	...	167	99	112	....	20	19	75	20	153	34	187
Total, 1908	4580	1133	908	435	4354	4195	333	4553	263	17	3807	3572	3649	49	158	161	461	185	3959	709	4668
" 1907	4266	866	838	4039	4224	4103	3933	4305	4040	21	4051	3577	3677	47	220	235	571	147	3458	920	4378
Increase	314	267	70	*	130	92	*	248	*	....	....	...	....	2	....	...	....	38	501	.....	290
Decrease	...	....	...	3604	....	....	3600	....	3777	4	244	5	28	....	62	74	110	....	...	211	....

*Not on Provincial Program in 1908.

TABLE IX.—ANALYSIS OF HIGH SCHOOL STUDIES (GRADE X).

Nova Scotia, Year ended July, 1908.

County.	English.	Latin.	Greek.	French.	German.	History.	Geography.	Algebra.	Geometry.	Arithmetic	Bookkeeping.	Short-hand.	Drawing.	Chemistry.	Agriculture.	Wood or Metal Work.	Domestic Science.	Music (Vocal).	In Cadet Corps.	Taking full High School Course.	Taking Partial High School Course.	Total of High School Grade.
Annapolis	158	10	....	14	....	155	5	155	148	156	6	....	6	144	25	32	8	37	14	146	16	162
Antigonish	101	41	2	63	...	76	....	86	82	74	....	9	...	63	....	...	19	19	...	76	26	102
Cape Breton	143	52	....	46	6	135	...	140	143	124	....	....	....	100	....	18	....	21	5	143	....	143
Colchester	171	36	7	48	19	167	...	170	172	173	1	....	....	163	66	5	....	....	35	171	3	174
Cumberland	149	34	....	36	...	125	27	141	143	141	2	...	4	102	4	....	....	3	....	135	13	148
Digby	62	6	..	23	....	59	1	60	60	62	2	...	3	47	6	....	...	1	...	60	2	62
Guysboro	62	4	....	14	....	58	3	62	54	57	....	...	7	42	1	....	....	....	....	55	7	62
Halifax City	167	66	7	92	5	121	....	150	142	154	13	16	....	60	....	....	....	154	46	152	17	169
Halifax County	67	8	....	....	....	60	..	44	46	61	...	....	....	42	....	...	...	....	...	60	7	67
Hants	104	1	1	13	1	102	....	102	97	105	....	....	....	84	....	4	8	9	....	94	11	105
Inverness	68	13	....	23	5	68	4	68	68	68	....	....	....	55	1	....	....	....	....	67	2	69
Kings	174	23	....	19	5	168	....	165	151	171	....	....	...	131	....	....	9	10	5	148	28	176
Lunenburg	105	29	....	14	3	104	24	105	104	105	2	...	...	81	....	...	....	27	....	103	2	105
Pictou	181	58	5	80	15	175	6	181	180	173	....	....	3	166	....	....	....	....	...	181	5	186
Queens	56	3	....	4	....	54	....	54	44	55		....	2	53	3	....	....	1	....	49	7	56
Richmond	48	21	....	21	....	44	....	46	47	34	2	....	4	35	3	....	....	....	....	46	2	48
Shelburne	67	....	....	18	....	53	4	66	65	67	....	....	4	50	...	....	....	8	...	63	8	71
Victoria	37	4	....	4	...	27	1	37	37	37	....	....	...	37	...	....	....	2	..	35	2	37
Yarmouth	80	28	....	45	5	72	....	80	76	79	....	....	...	51	....	13	15	16	13	76	3	79
Total, 1908	2000	437	22	577	64	1823	75	1912	1859	1896	28	25	33	1506	109	72	59	308	118	1860	161	2021
" 1907	2061	588	37	589	206	2034	2054	2037	2006	2061	1999	27	1956	1909	1582	88	108	301	94	1889	228	2117
Increase	....	....	....	....	....	....	*	....	....	....	*	....	*	....	*	....	....	7	24	....	....	....
Decrease	61	151	15	12	142	211	1979	125	147	165	1971	2	1923	403	1473	16	49	..	...	29	67	96

*Not on Provincial Program in 1908.

TABLE X.—ANALYSIS OF HIGH SCHOOL STUDIES (GRADE XI).

Nova Scotia, Year ended July, 1908.

County.	English.	Latin.	Greek.	French.	German.	History.	Algebra.	Geometry.	Practical Mathematics.	Short-hand.	Physics.	Agriculture.	Physiology.	Wood or Metal Work.	Domestic Science.	Music (Vocal).	In Cadet Corps	Taking full High School Course.	Taking Partial High School Course.	Total of High School Grade.
Annapolis	88	4	....	....	1	87	89	88	87	....	86	....	20	5	....	2	6	86	3	89
Antigonish	56	33	4	49	6	48	51	54	47	7	32	....	....	....	14	24	....	50	6	56
Cape Breton	63	28	3	23	12	62	63	59	59	....	24	....	....	7	....	4	3	63	....	63
Colchester	98	40	5	28	13	94	97	97	97	....	97	....	....	15	....	....	27	97	5	102
Cumberland	81	27	....	28	....	70	82	80	80	....	79	....	1	....	....	9	....	79	3	82
Digby	28	4	....	7	....	26	28	28	28	....	26	3	3	....	....	....	....	26	2	28
Guysboro	26	12	....	....	....	26	26	26	26	....	23	....	....	....	....	....	....	26	....	26
Halifax City	113	41	8	59	4	80	97	96	83	19	52	....	....	....	....	107	25	92	23	115
Halifax County	27	2	....	....	....	27	25	25	25	....	25	....	....	....	....	....	....	25	2	27
Hants	40	12	3	7	1	38	39	40	36	....	29	....	....	....	....	12	....	37	3	40
Inverness	27	....	....	2	....	27	27	27	24	....	27	....	....	....	....	....	....	27	....	27
Kings	94	11	....	12	2	92	95	92	89	....	84	....	....	2	....	3	....	90	6	96
Lunenburg	51	7	....	8	15	48	51	50	50	....	46	....	....	....	....	25	....	48	3	51
Pictou	126	55	5	64	14	122	126	126	117	....	116	....	....	....	4	....	....	125	3	128
Queens	24	1	....	1	.	22	23	22	23	....	23	....	....	....	....	....	....	16	8	24
Richmond	16	7	....	4	....	16	16	16	16	....	7	....	....	....	....	....	....	16	....	16
Shelburne	36	5	....	5	....	36	36	36	36	....	36	....	....	....	....	....	....	36	3	39
Victoria	17	....	....	1	....	17	18	17	18	....	18	....	3	....	....	....	....	17	1	18
Yarmouth	61	23	1	36	13	45	62	56	61	..	45	....	....	16	8	5	22	60	1	61
Total, 1908	1072	312	29	334	81	983	1051	1035	1002	26	875	3	27	45	26	191	83	1016	72	1088
" 1907	996	330	50	376	170	961	985	964	969	29	928	24	937	24	19	127	46	944	94	1038
Increase	76	....	....	....	....	22	66	71	33	....	....	....	....	21	7	64	37	72	....	50
Decrease	....	18	21	42	89	....	....	....	....	3	53	21	910	....	....	....	....	....	22	....

TABLE XI.—ANALYSIS OF HIGH SCHOOL STUDIES (Grade XII).

Nova Scotia, Year ended July, 1908.

County.	English.	Latin.	Greek.	French.	German.	History.	Algebra.	Geometry.	Botany.	Physics.	Chemistry.	San. Science.	Psychology.	Zoology.	Geology.	Trigonometry.	Navigation.	Astronomy.	Taking full High School Course	Taking Partial High School Course.	Total of High School Grade.
Annapolis	5	3	..	....	....	3	5	3	....	3	....	....	....	....	....	....	....	....	3	2	5
Antigonish	57	45	5	49	8	54	19	20	5	48	3	....	20	....	9	7	....	....	49	8	57
Cape Breton	3	2	1	....	1	2	2	3	1	3	....	....	....	....	....	....	....	....	2	1	3
Colchester	26	13	6	21	13	20	17	17	14	17	7	....	7	3	4	3	3	2	24	2	26
Cumberland	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Digby	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Guysboro	2	2	....	....	..	2	2	2	....	2	....	....	....	....	....	....	....	....	2	....	2
Halifax City	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Halifax County	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Hants	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Inverness	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Kings	1	1	....	1	....	1	....	1	....	1	....	....	....	....	....	....	....	....	1	....	1
Lunenburg	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Pictou	36	23	5	34	23	32	36	36	30	29	33	29	31	27	27	34	29	31	36	....	36
Queens	2	1	....	1	1	2	2	1	....	1	1	....	....	....	....	....	....	....	....	2	2
Richmond	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Shelburne	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Victoria	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Yarmouth	3	2	....	3	....	3	....	3	....	....	2	....	....	....	....	....	....	....	3	....	3
Total, 1908	135	92	17	109	46	119	83	86	50	104	46	29	58	30	40	44	32	33	120	15	135
" 1907	110	94	24	98	51	107	66	67	56	97	72	67	88	49	58	72	63	60	78	35	113
Increase	25	....	....	11	....	12	17	19	....	7	....	....	....	....	....	....	....	....	42	....	22
Decrease	....	2	7	....	5	....	....	....	6	....	26	38	30	19	18	28	31	27	....	20	....

TABLE XII.—SECTION FINANCES, &c.

Nova Scotia, Year ended July, 1908.

County.	No. of pupils enrolled not belonging to this School Section.	No children in this Section from 5 to 15 years of age.	No. of these who did not attend School during the year.	No. under 21 years in section who are defective (a) in hearing, or (b) in seeing, who are not in attendance at the Provincial institutions provided for the Deaf and Dumb and the Blind, in Halifax.		Valuation of Property in section according to last assessment roll.	Value of all School property (grounds, build'gs, furniture, apparatus, etc.), belonging to the sections.	No. of School houses.	No. of School rooms (departments with teachers)	Total amount voted at last annual and subsequent special meetings to be levied on the section for all School purposes.	Portion of the same for building and repairs, and instalment of building debt (if any).
				(a)	(b)						
Annapolis	181	3934	250	3	5	$3,977,927	$ 104,235	103	131	$24785 00	$ 1987 00
Antigonish	263	2340	155	1	4	1,761,160	29,771	62	74	9160 00	431 50
Cape Breton	387	13643	2576	20	23	15,134,357	252,324	113	235	84870 33	7788 98
Colchester	270	5344	327	.....	.....	5,614,331	148,120	120	157	39675 00	5882 00
Cumberland	336	9208	986	5	8	8,223,860	194,128	153	218	52463 00	6528 00
Digby	110	4272	226	6	4	2,230,148	60,391	79	114	19964 98	2259 77
Guysboro	145	3517	213	4	3	1,132,397	55,518	80	97	18014 00	1886 30
Halifax City	75	8148	250	.....	.....	28,499,150	375,000	26	167	135000 00	9000 00
Halifax County	195	6048	587	6	1	4,031,119	98,714	138	164	37145 36	1917 45
Hants	131	4203	252	1	3	3,902,404	101,391	95	124	27951 00	2152 00
Inverness	424	4887	332	4	4	1,437,651	59,560	121	137	22649 00	4550 00
Kings	260	4437	353	4	5	5,818,286	92,442	98	127	26318 00	2224 00
Lunenburg	160	7470	606	10	4	4,993,869	126,216	148	187	29494 00	2532 50
Pictou	325	6518	907	3	4	7,198,559	202,036	135	184	51138 00	2993 00
Queens	51	2150	171	9	10	1,673,095	37,583	51	63	10864 95	958 46
Richmond	111	2573	202	3	5	641,276	27,455	60	73	10903 00	912 00
Shelburne	61	3056	200	5	4	1,415,587	74,828	63	85	17361 50	2912 00
Victoria	144	1733	193	.....	.....	466,158	28,480	52	56	11759 00	2640 09
Yarmouth	123	5084	529	6	3	6,162,088	137,219	78	129	37074 00	3325 00
Total, 1908	3752	98565	9315	90	90	$ 104,313,422	$2,205,411	1775	2522	$666590 12	$62879 96
" 1907	3752	98593	8741	66	42	102,070,302	2,146,157	1759	2500	616430 54	87655 35
Increase	.....	.....	574	24	48	$ 2,243,120	$59,254	16	22	$50159 58	.....
Decrease	.....	28	.....	.....	.....	.....	.....	.....	.....	.....	$24775 39

TABLE XIII.—LABORATORIES, LIBRARIES AND APPARATUS.

Nova Scotia, Year ended July, 1908.

County.	No. of pupils for whom accommodations are provided in a special room at one time.			School Libraries.					Value of Scientific and other collections in Museum Special Room.	No. of Wall Maps, Globes, Charts and Cabinets of Models, Specimens, etc.	Are there specimens or scientific apparatus not in a separate room but in cases, etc., within the school room itself?	
	In Chemical or Physical Laboratory.	In Wood or Metal—Mechanical Laboratory.	In Domestic Science Laboratory.	No. of Cases or Libraries.	No. of volumes at beginning of year.	Value of the same.	No of volumes added during the year.	Value of the same.			No. of Schools.	Estimated value.
Annapolis	100	30	20	6	1295	$ 517 00	134	$60 00	$548 00	570	22	$361 00
Antigonish	64	.....	20	...	* ...	†	100	150 00	5000 00	323	1	15 00
Cape Breton	122	72	20	15	2574	1705 00	127	95 00	165 00	582	10	354 00
Colchester	72	72	40	16	1150	825 49	774	549 36	817 00	736	18	350 00
Cumberland	76	.....	.....	29	2198	810 72	293	153 72	590 00	787	20	214 00
Digby	.....	.....	.....	6	561	248 50	157	35 30	.....	406	11	230 00
Guysboro	.....	.....	.....	2	376	180 00	5	6 00	45 00	361	4	100 00
Halifax City	70	33	36	45	5760	2802 00	449	213 65	890 00	413	10	408 00
Halifax County	.....	154	.....	17	637	333 76	320	156 50	30 00	639	9	91 50
Hants	23	16	16	10	1690	1075 00	107	37 00	.....	638	21	172 00
Inverness	12	.....	.....	3	351	355 00	.....	.....	15 00	325	1	.....
Kings	28	20	18	17	1369	932 85	239	358 50	25 00	666	24	474 00
Lunenburg	36	81	61	11	1385	1083 88	399	486 00	50 00	631	9	112 50
Pictou	142	20	70	11	1955	2602 30	90	245 25	1540 00	808	7	43 00
Queens	54	.....	.....	2	74	102 00	48	45 00	15 00	223	6	58 00
Richmond	4	.....	.....	1	16	25 00	30	40 00	.....	248	2	70 00
Shelburne	20	.....	.....	19	2033	990 20	143	58 84	500 00	483	7	182 00
Victoria	8	.....	.....	..	2161	4000 00	102	116 18	50 00	147	.....	.....
Yarmouth	68	16	20	37	3371	2584 91	438	175 21	235 00	604	7	283 00
Total, 1908	899	514	321	247	28956	$21173 61	4025	$3081 51	$10515 00	9595	189	$3518 00
" 1907	755	367	349	245	34712	21602 72	3906	2469 66	5700 00	9342	258	5154 70
Increase	144	147	.....	2	.....	.....	119	$611 85	$4815 00	253	.....	.....
Decrease	.....	.....	28	.....	5756	$429 11	.....	.....	.....	.....	69	$1636 70

* 6900 transferred to St. Francis Xavier's College. † $1300 last year.

TABLE XIV.—VISITATIONS, EXAMINATIONS, ETC.

Nova Scotia, Year ended July, 1908.

County.	Number			Visitations and Prizes.						
	Left-handed.	Near-sighted.	Vaccinated.	No. of visits by Trustees and Secretary.	No. of visits by Inspector and other school officers.	No. of visits by other visitors.	No of pupils present.	No. of parents and Visitors at Public Examination.	No. of Prizes awarded.	Value of Prizes awarded.
Annapolis	178	150	818	336	104	2636	1771	1224	177	$68 63
Antigonish	75	51	87	251	97	1027	889	427	112	33 30
Cape Breton	295	411	5228	1106	589	2887	7473	4873	412	229 25
Colchester	139	199	1745	342	213	2629	2134	1272	141	184 22
Cumberland	308	407	4733	396	271	3816	4800	1870	88	57 82
Digby	179	164	1220	229	119	2329	1438	858	314	55 50
Guysboro	122	76	976	358	72	1611	1166	940	79	38 80
Halifax City	300	494	4944	478	469	1394	6355	3223	32	90 50
Halifax County	210	145	504	398	482	2460	3264	2114	183	54 10
Hants	140	109	531	221	164	2053	2254	1748	98	43 00
Inverness	87	45	885	705	139	2299	1909	551	56	34 50
Kings	201	180	1599	321	170	2360	2794	1943	133	687 45
Lunenburg	299	240	439	378	180	2604	2577	2152	176	65 29
Pictou	152	171	2913	299	158	2277	2678	1733	181	73 00
Queens	92	89	99	103	60	1232	1142	1006	48	13 69
Richmond	77	65	80	355	84	1378	998	234	132	32 75
Shelburne	119	98	327	131	133	1783	1624	1008	47	15 75
Victoria	52	41	193	232	60	955	789	325	56	25 05
Yarmouth	176	184	962	349	177	2303	2793	3331	148	122 08
Total, 1908	3201	3319	28283	6988	3741	40033	48848	30832	2613	$1994 68
" 1907	.....	.....	.....	6886	3704	37587	44613	28547	2698	1222 96
Increase	.....	.....	.....	102	37	2446	4235	2285	.....	$771 72
Decrease	.....	.....	.....	.....	.....	.....	.....	.....	85	.....

TABLE XV.—AVERAGE ANNUAL SALARIES OF MALE TEACHERS.

Nova Scotia, Year ended July, 1908.

County.	Class A.—(Male).			Class B.—(Male).			Class C.—(Male).			Class D.—(Male).		
	Prov. Aid.	From Section.	Total	Prov. Aid.	From Section	Total.	Prov. Aid.	From Section.	Total	Prov. Aid.	From Section.	Total.
Annapolis	$ 210 00	$ 696 67	$ 906 67	$ 120 00	$ 396 36	$ 516 36	$ 90 00	$ 207 22	$ 297 22	$ 60 00	$ 108 40	$ 168 40
Antigonish	210 00	540 00	750 00	120 00	224 00	344 00	90 00	132 00	222 00	60 00	132 00	192 00
Cape Breton	192 81	945 63	1138 44	120 00	529 00	649 00	90 00	264 55	354 55	60 00	174 50	234 50
Colchester	180 00	886 00	1066 00	120 00	505 00	625 00	99 00	533 00	625 00	60 00	250 00	310 00
Cumberland	210 00	807 50	1017 50	120 00	438 33	558 33	90 00	321 00	411 00	60 00	262 20	322 20
Digby	210 00	545 00	755 00	120 00	379 28	499 28	90 00	210 00	300 00	60 00	121 67	181 67
Guysboro	210 00	800 00	1010 00	120 00	375 00	495 00	90 00	201 00	291 00	60 00	130 00	190 00
Halifax City	162 00	1031 00	1193 00	120 00	834 00	954 00	90 00	590 00	680 00	60 00	333 00	393 00
Halifax County	210 00	990 00	1200 00	.....	.....	.....	90 00	260 00	350 00	60 00	210 00	270 00
Hants	210 00	630 00	840 00	120 00	375 00	495 00	90 00	400 00	490 00	60 00	100 00	160 00
Inverness	210 00	590 00	800 00	120 00	194 64	314 64	90 00	172 25	262 25	60 00	127 29	187 29
Kings	210 00	790 00	1000 00	120 00	425 00	545 00	90 00	207 00	297 00	.....	.....	.....
Lunenburg	210 00	681 25	891 25	120 00	278 33	398 33	90 00	144 00	234 00	60 00	108 33	168 33
Pictou	184 28	770 00	954 28	120 00	602 14	722 14	90 00	244 28	334 28	60 00	113 00	173 00
Queens	210 00	700 00	910 00	120 00	450 00	570 00	.....	.....	.....	60 00	110 00	170 00
Richmond	120 00	380 00	500 00	120 00	266 00	386 00	90 00	163 85	253 85	60 00	134 61	194 61
Shelburne	210 00	600 00	810 00	120 00	406 25	526 25	90 00	192 50	282 50	60 00	200 00	260 00
Victoria	210 00	540 00	750 00	120 00	132 50	252 50	90 00	170 00	260 00	60 00	113 33	173 33
Yarmouth	175 00	888 33	1063 33	120 00	395 62	515 62	90 00	240 00	330 00	60 00	133 33	193 33
Total, 1908	$ 197 06	$ 726 91	$ 923 97	$ 120 00	$ 400 36	$ 520 36	$ 90 00	$ 258 48	$ 348 48	$ 60 00	$ 158 93	$ 218 93
" 1907	174 89	722 83	897 72	107 17	413 97	521 14	80 37	277 86	358 23	53 59	160 61	214 20
Increase	$ 22 17	$ 4 08	$ 26 25	$ 12 83	.....	.....	$ 9 63	.....	.....	$ 6 41	.....	$ 4 73
Decrease	.....	....	.....	.....	$ 13 61	$ 0 78	.....	$ 19 38	$ 9 75	.....	$ 1 68	.....

TABLE XVI.- AVERAGE ANNUAL SALARIES OF FEMALE TEACHERS.

Nova Scotia, Year ended July, 1908.

County.	Class A.—(Female).			Class B.—(Female).			Class C.—(Female).			Class D.—(Female).		
	Prov. Aid.	From Section.	Total.	Prov. Aid.	From Section.	Total.	Prov. Aid.	From Section.	Total.	Prov. Aid.	From Section.	Total.
Annapolis	$ 180 00	$ 500 00	$ 680 00	$ 120 00	$ 195 17	$ 315 17	$ 90 00	$ 141 37	$ 231 37	$ 60 00	$ 113 59	$ 173 59
Antigonish	150 00	350 00	500 00	120 00	172 40	292 40	90 00	140 85	230 85	60 00	122 50	182 50
Cape Breton	.....	.....	.....	120 00	301 00	421 00	90 00	251 71	341 71	60 00	179 85	239 85
Colchester	165 00	410 00	575 00	120 00	227 00	347 00	90 00	160 00	250 00	60 00	118 00	178 00
Cumberland	210 00	385 00	595 00	120 00	230 53	350 53	90 00	167 75	257 75	60 00	132 04	192 04
Digby	.....	.....	.....	120 00	186 67	306 67	90 00	161 03	251 03	60 00	130 10	190 10
Guysboro	.....	.....	.....	120 00	226 00	346 00	90 00	158 50	248 50	60 00	135 50	195 50
Halifax City	162 00	556 00	718 00	120 00	374 00	494 00	90 00	321 00	411 00	60 00	243 00	303 00
Halifax County	.....	.....	.....	120 00	260 93	380 93	90 00	177 64	267 64	60 00	125 00	185 00
Hants	180 00	370 00	550 00	120 00	218 54	338 54	90 00	164 09	254 09	60 00	130 14	190 14
Inverness	.....	.....	.....	120 00	211 00	331 00	90 00	151 04	241 04	60 00	134 08	194 08
Kings	165 00	356 25	521 25	120 00	201 50	321 50	90 00	168 10	258 10	60 00	122 20	182 20
Lunenburg	180 00	470 00	650 00	120 00	172 90	292 97	90 00	150 00	240 00	60 00	106 24	166 24
Pictou	180 00	400 00	580 00	120 00	223 57	343 50	90 00	150 52	240 52	60 00	124 76	184 76
Queens	180 00	420 00	600 00	120 00	201 50	321 50	90 00	143 84	233 84	60 00	118 40	178 40
Richmond	210 00	540 00	750 00	120 00	195 00	315 00	90 00	159 00	249 00	60 00	115 25	175 25
Shelburne	.....	.....	.....	120 00	191 87	311 87	90 00	154 06	244 06	60 00	115 27	175 27
Victoria	.....	.....	.....	.....	.....	.....	90 00	163 08	253 08	60 00	147 00	207 00
Yarmouth	150 00	312 50	462 50	120 00	234 22	354 22	90 00	177 10	267 10	60 00	140 00	200 00
Total, 1908	$ 176 00	$ 422 48	$ 598 48	$ 120 00	$ 223 54	$ 343 54	$ 90 00	$ 171 61	$ 261 61	$ 60 00	$ 134 36	$ 194 36
" 1907	156 89	380 18	537 07	107 17	227 25	334 42	80 37	169 53	249 90	53 59	129 37	182 96
Increase	$ 19 11	$ 42 30	$ 61 41	$ 12 83	.....	$ 9 12	$ 9 63	$ 2 08	$ 11 71	$ 6 41	$ 4 99	$ 11 40
Decrease	.....	.....	.....	.....	$ 3 71	.....	.....	.....	.....	.....	.....	.....

TABLE XVII.

Apportionment of County Fund to Trustees for Year ended July, 1908.

MUNICIPALITIES.	Grand total days attendance made by all the pupils	On account of Teachers employed.	On account of average attendance of Pupils.	On account of Pupils attending Halifax Sch for Blind	On acct of Pupils attending Deaf & Dumb Inst., Halifax.	Total amount appropriated.	Amount per pupil in attendance the full year.
Annapolis, County of	487594	$3179 81	$3144 99	.....	$ 270 00	$ 6594 80	$1 32
Antigonish "	268884	1856 75	2414 29	$ 495 00	.....	4766 04	1 80
Cape Breton "	1448240	5740 76	9286 78	1057 50	1125 00	17210 04	1 36
Colchester "	690828	3955 27	4477 15	180 00	135 00	8747 42	1 35
Cumberland "	1082717	5225 40	6357 47	360 00	720 00	12662 87	1 21
Digby, District of	289975	1625 46	2077 40	315 00	90 00	4107 86	1 47
Clare "	248522	1166 35	1748 42	.....	90 00	3004 77	1 47
Guysboro "	302596	1693 64	2297 68	630 00	180 00	4801 32	1 58
St. Mary's "	93289	699 60	644 09	202 50	90 00	1636 19	1 38
Halifax, County of	785218	4122 69	6303 18	652 50	810 00	11888 37	1 66
Hants, East, District of	217581	1515 02	1404 98	90 00	270 00	3280 00	1 31
Hants, West "	327704	1631 32	2248 28	180 00	90 00	4149 60	1 48
Inverness, County of	504497	3117 03	4516 35	180 00	720 00	8533 38	1 80
Kings "	526201	3255 58	3702 37	270 00	450 00	7677 95	1 44
Lunenburg and New Dublin, District of	760897	3834 24	4794 73	247 50	450 00	9326 47	1 32
Chester, District of	152031	758 50	1250 64	.....	.....	2009 14	1 74
Pictou, County of	820033	4468 45	6634 70	247 50	360 00	11710 65	1 74
Queens "	286708	1570 29	1918 39	90 00	.....	3578 68	1 41
Richmond "	266154	1757 31	2702 11	.....	270 00	4729 42	2 10
Shelburne, District of	180599	1149 71	760 29	360 00	180 00	2450 00	90
Barrington "	213515	965 90	1414 70	.....	180 00	2560 60	1 42
Victoria, County of	177421	1312 15	2183 85	180 00	.....	3676 00	2 32
Yarmouth, District of	381013	1822 63	2411 47	180 00	180 00	4594 10	1 36
Argyle "	280259	1345 33	1638 52	180 00	270 00	3433 85	1 25
Total, 1908	10792466	$ 57769 19	$ 76332 83	$ 6097 50	$ 6930 00	$ 147129 52	$ 1 51
" 1907	10165064	57121 12	77227 75	6345 00	6265 00	146958 87	1 56
Increase	627402	$ 648 07	.....	.....	$ 665 00	$ 170 65	.....
Decrease	.....	.....	$ 894 92	$ 247 50	.....	.....	$ 0 05

TABLE XVIII.

SPECIAL GOVERNMENT AID TO POOR SECTIONS, 1908.

COUNTY.	Paid by Government over and above the ordinary Aid towards Salaries of Teachers employed in Poor Sections.		TOTAL.
	First Half Year.	Second Half Year.	
Annapolis	$145 40	$147 08	$292 48
Antigonish	77 68	87 84	165 52
Cape Breton	71 70	108 90	180 60
Colchester	94 52	119 84	214 36
Cumberland	90 63	110 68	201 31
Digby	103 55	71 57	175 12
Guysboro	86 90	105 60	192 50
Halifax County	156 38	143 62	300 00
Hants	134 90	155 95	290 85
Inverness	64 71	105 31	170 02
Kings	119 89	133 72	253 61
Lunenburg	153 88	144 00	297 88
Pictou	115 27	119 71	234 98
Queens	65 64	76 22	141 86
Richmond	78 70	78 96	157 66
Shelburne	58 41	68 87	127 28
Victoria	46 38	87 84	134 22
Yarmouth	74 90	76 99	151 89
Total, 1908	$1739 44	$1942 70	$3682 14
" 1907	1563 69	1703 94	3267 63
Increase	$175 75	$238 76	$414 51
Decrease	.....	.....	.....

TABLE XIX.

POOR SECTIONS—SPECIAL MUNICIPAL ALLOWANCE.

MUNICIPALITIES.	Number of these Sections having Schools.	Amount of Municipal Fund paid to these schools over and above ordinary allowance.
Annapolis, County of	22	$ 315 98
Antigonish "	10	213 24
Cape Breton "	14	231 05
Colchester "	15	251 91
Cumberland "	15	218 04
Digby, District of	12	185 56
Clare "	6	80 98
Guysboro "	8	155 96
St. Mary's "	5	86 82
Halifax, County of	24	416 37
Hants, East, District of.....	11	184 81
Hants, West "	9	152 06
Inverness, County of.....	19	311 72
Kings "	24	409 77
Lunenburg and New Dublin, District of	15	234 12
Chester, District of	6	96 72
Pictou, County of	17	297 00
Queen's "	11	164 17
Richmond "	12	229 44
Shelburne, District of	4	62 94
Barrington "	4	52 82
Victoria, County of.....	11	216 79
Yarmouth, District of.....	5	81 82
Argyle "	7	130 04
Total, 1908	286	$4780 13
" 1907	272	4816 06
Increase	14	.....
Decrease.....	.....	$35 93

TABLE XX.—COUNTY ACADEMIES.

Academies.	Instructors.	Class of License.	Annual Salary.	Department or Subjects Taught. (Subjects are given briefly by Numbers.)	Hours per Day.
Annapolis	Wm. H. Magee, Ph. D.	A. cl.	$1000 00	Grade IX, 101; X, 91, 92, 96, 98, 101, 107; XI, 91, 95, 96, 98, 99, 100, 106; XII, 91, 94, 96, 98, 99, 106	5
	Mabel E. Bishop	A. cl.	500 00	" IX, 91, 92, 94, 97, 98, 105, 106	5
	Jas. Boyle, B. A.	A. cl.		" X, 94, 99	
	A Boyd Crowe	C.	550 00	No. 117, all grades	5
Antigonish	Rev J. J. Tompkins, M. A	A. cl.	750 00	Nos. 92, 93, 98	5
	Andrew McGillivray, B. A	A. cl.	750 00	" 96, 99, 100, 101, 104, 106, 107, 114	5
	Donald D. Boyd, B. A	A. cl.	750 00	" 91, 92, 94, 95, 97, 105	5
	Sr. St. Leonard	B.	200 00	" 91, 96, 97, 105, 107, 116, 118	5
Cape Breton	C. L. Moore, M. A	A. cl.	1600 00	" 106, 107	.....
	J. A. Armstrong, M. A	A. cl.	1100 00	" 96, 97, 98, 99, 104, 106	5
	Frank I. Stewart, M. A	A. cl.	1100 00	" 91, 92, 93, 95, 100, 101, 105, 106, 107, 114	5
	Isabelle M Leonard	B.	.....	" 94	2
	Myrtle D. McCallum	.....	475 00	" 118	2½
	J. C. Dawson	.....	750 00	" 117	2½
Colchester	J. E. Barteaux, M. A	B.	1200 00	" 105, 106, 107, 108	4¾
	L. A. DeWolfe, M Sc	A. sc.	1100 00	" 98, 100, 105, 106, 112, 113, 114, 115, 116	4¾
	D. G Davis, M. A.	C.	950 00	" 91, 93	4¾
	L. A. Richardson, B. A	A. cl.	750 00	" 95, 98, 99, 104	4¾
	A. A. MacKimmie, B. A	A. cl.	1050 00	" 91, 94, 96, 111	4¾
	W. A. Creelmnn	A. cl.	1050 00	" 92, 96, 97, 99	4¾
	Hattie D. Dickson	B.	450 00	" 96, 97, 101	4¾
Cumberland	E J. Lay	A. cl.	1300 00	" 92, 94, 96, 100, 105, 106	5
	Grace H. Patterson, B. A	A. cl.	750 00	" 98, 99, 101, 102, 104, 106	5
	Anna L. Bigney	B.	355 00	" 91, 96, 98, 99, 101	5
Digby	R. F. Morton, B. A	A. cl.	1000 00	All subjects	4¾
Guysboro	Donald J. Matheson	A. sc.	750 00	"	4¾
Halifax	S A. Morton, M. A	A. cl.	1600 00	Nos. 98, 100, 101	4
	J. W. Logan, B. A	A. cl.	1250 00	" 92, 93	4
	S. Katherine MacKintosh	A. cl.	900 00	" 91	4
	Jas. H. Trefry, M. A	A. cl.	1200 00	" 96, 99, 104	4
	Geo. R. Bancroft, B. A	B.	1000 00	" 97, 105, 106, 107	4

TABLE XX.—COUNTY ACADEMIES—*Continued.*

Academies.	Instructors.	Class of License.	Annual Salary.	Department or Subjects Taught. (Subjects are given briefly by Numbers.)	Hours per Day.
Halifax	Florence A. Peters	B.	$800 00	Nos. 91, 101	4
	Ella M. Bigney, M. A	B.	800 00	" 94, 95	4
	Eleanor M. MacDonald	C.	550 00	" 103, 121, 122	4
	Katherine F. Hill		300 00	" 104	2
Hants	John A. Smith, M. A	A. cl.	1000 00	" 91, 92, 93, 94, 95, 96, 98, 99, 100, 101, 106	5
	Antoinette Forbes, B. A	A. cl.	550 00	" 91, 92, 97, 98, 101, 104, 105, 106	5
Inverness	Wm. A. Macdonald	A. cl.	800 00	All subjects	5¼
Kings	Ernest E. Fairweather, B. A	A. cl.	1000 00	Nos. 96, 98, 100, 101, 107	4¾
	Winifred M. Webster, B. A	A. cl.	625 00	" 91, 92, 94, 99	4¾
	Bertha G. Oxner	A. sc.	450 00	" 91, 96, 97, 102 104, 105, 106, 108, 109	4¾
Lunenburg	B. McKittrick, B. A	A. cl.	1200 00	" 91, 94, 97, 98, 99, 100, 105, 106, 107, 114	5
	Minnie C. Hewitt	A. cl. & sc.	650 00	" 91, 92, 93, 95, 96, 98, 99, 101, 104	5
Pictou	Robt. Maclellan, LL. D	A. cl.	1300 00	" 92, 93, 94, 95	4
	Henry F. Munro, B. A	A. cl.	1000 00	" 91, 96, 98, 111	4
	Wm. P. Fraser	A. sc.	1000. 00	" 101, 104, 105, 106, 110, 112, 113	4
	Robt. H. Macleod	A. sc.	900 00	" 97, 98, 99, 100, 101, 107, 114, 115, 116	4
Queens	Ralph P. Richardson	A. sc.	900 00	" 92, 95, 98, 99, 100, 101, 104, 106, 107, 114	5
	Jennie E. Mullins	A. cl.	600 00	" 91, 94, 96, 97, 104, 105	5
Richmond	Frances R. Roy	A. sc.	750 00	All subjects	5
Shelburne	Fred. H. Spinney	A. cl. & sc.	810 00	"	5
Victoria	Thos. Gallant	A. sc.	750 00	"	4½
Yarmouth	Willard F. Kempton	A cl.	1200 00	Mathematics	5
	Geo. D. Blackadar, M. A	A. cl.	900 00	Classics and Modern Languages	5
	Harold J. Wyman	A. sc.	850 00	Science	5
	Jas. Bingay	A. cl. & sc.	850 00	English and History	5

TABLE XX.—COUNTY ACADEMIES—*Continued.*

County.	First Quarter.			Second Quarter.				Third Quarter.				Fourth Quarter.			
	Total pupils on register end of quarter. 16	Average daily attendance. 17	Percentage of pupils in daily attendance. 18	Total pupils on register end of quarter. 19	No. attended during quarter. 20	Average daily attendance. 21	Percentage of pupils in daily attendance. 22	Total pupils on register at end of quarter. 23	No. attended during quarter. 24	Average daily attendance. 25	Percentage of pupils in daily attendance. 26	Total pupils on register at end of quarter. 27	No. attended during quarter. 28	Average daily attendance. 29	Percentage of pupils in daily attendance. 30
Annapolis	48	40.9	85.2	50	48	38.3	79.9	51	42	35.4	84.4	51	42	38.4	91.5
Antigonish	215	178.3	82.9	230	222	194.3	87.5	243	223	206.3	92.5	245	216	197.7	91.1
Cape Breton	97	73.	75.3	100	87	67.6	77.8	100	79	63.7	80.6	101	73	64 6	88.5
Colchester	223	184.4	83.1	244	224	176.3	78.7	252	207	175.9	85.8	253	199	178.	89.5
Cumberland	91	83.4	91.7	95	95	81.3	85.6	96	92	81	88.	99	91	80.5	88.5
Digby	28	17.1	61.1	30	27	21.7	80.4	32	27	22.4	82.9	32	26	22.7	87.3
Guysboro	32	27.3	85.3	35	35	29.1	83.1	35	34	29.3	86.2	36	31	29	93.5
Halifax	319	275.1	86.	324	309	256 3	83.	326	286	248.9	87.	327	269	232.3	86.3
Hants	66	51.7	78.3	73	70	57.8	82.5	74	67	58.6	87.5	74	64	56.5	88.3
Inverness	20	15.6	77.3	21	21	17.3	82.4	24	23	17.5	76.1	25	19	15.3	80.5
Kings	71	55.4	78.	83	78	59.5	76.3	84	70	59.	84.3	87	65	55.7	85.7
Lunenburg	81	68.7	84.8	86	79	65.	82.3	86	74	65.1	88.	87	72	64.1	89.
Pictou	209	181.2	86.7	223	215	178.4	83.	224	198	166.4	84.	225	183	142.2	77.7
Queens	50	38.9	77.8	54	50	39.7	79.4	54	47	41.8	88 9	54	44	36.6	83.2
Richmond	32	27.5	85.9	33	33	30.9	93.6	34	33	32 6	98.7	34	33	30.3	92.
Shelburne	34	29.4	86.5	38	38	30.9	81.3	40	39	31.5	80.	40	38	35.7	93.7
Victoria	36	28.3	70.3	40	39	28.2	72.3	41	37	30.1	81.4	41	35	30.	85.7
Yarmouth	131	115.2	87.9	135	127	101.	79.5	139	119	105.4	88.6	139	111	96.1	86.6
Total, 1908	1783	1491.4	83.6	1894	1797	1473.6	82.	1935	1697	1470.9	86.6	1950	1611	1405.1	87·2
" 1907	1742	1478.4	84.8	1840	1776	1459.8	82.2	1868	1678	1373.	81.8	1872	1570	1327.7	84.5
Increase	41	13.	.....	54	21	13.8	.....	67	19	97.9	4.8	78	41	77.4	2.7
Decrease	.....	.....	1.2	.....	.....	.....	.2	.....	.....	.....	.....	.....	.....	.....	.....

TABLE XX.—COUNTY ACADEMIES—*Continued.*

County.	Half Year.				Whole School Year.				
	Days open first half year. 31	Days open second half year. 32	Total days attendance first half year. 33	Total days attendance second half year. 34	Annual Enrolment. 35	Total days attendance whole year. 36	Daily present on an average. 37	Percentage of annual Enrolment (35) daily present. 38	Average of quarterly percentages (18), (22), (26) and (30). 39
Annapolis	103.	103.	4076.	3761.	51	7837.	38.	74.5	85.2
Antigonish	89.	107.	16750.	17594.	245	34314.	194.5	75.3	88.5
Cape Breton	105.	104.	7222.	6673.	101	13895.	67.1	66.4	85.5
Colchester	104.	104.	18737.	18427.	244	37164.	178.7	73.6	84.3
Cumberland	100.	99.	8235.	7996.	99	16231.	81.5	82.4	87.9
Digby	108.	102.	2205.5	2299.	32	4504.5	21.4	66 9	77.9
Guysboro	102.	104.	2880.	3030.	36	5910.	28.7	79.7	87.
Halifax	98.	104.	25916.	24953	327	50869.	251.9	77.	85.6
Hants	103.	107.	5504.5	6112.5	74	11617.	55.3	74.7	84.
Inverness	102.	106.	1689.	1727.	25	3416.	165.	66.	79.1
Kings	103.	105.	5934.	5977.5	87	11911.5	57.3	65.9	81.1
Lunenburg	103.	106.	6878.	6852.	87	13730.	65.7	75.5	86.
Pictou	97.	102.	17382.	15812.	225	33194.	166.8	74.1	82.8
Queens	103.	107.	4051.5	4198.5	54	8250.	39.3	72.9	82.3
Richmond	102.	105.	3028.5	3311.	34	6339.5	30.	88.5	92.5
Shelburne	103.	107.	3133.5	3595.5	40	6729.	31.9	79.8	85.6
Victoria	94.	102.	2526.	3069.	41	5595.	28.5	69.5	77.4
Yarmouth	107.	103.	11556.	10400.	139	21956.	104.6	75.3	85.7
Total, 1908	101.3	104.3	147704.5	145788.	1941	293492.5	1457.7	75.1	84.3
" 1907	99.6	100.4	142639.5	131909.5	1872	274549.	1408.5	75.2	83.1
Increase	1.7	3.9	5065.	13878.5	69	18943.5	49.2	.....	1.2
Decrease	.....	.....	.....	.....	.....	.....	.....	.1	.....

TABLE XX.—COUNTY ACADEMIES—*Continued.*

County.	No. on Register whose Attendance during the whole year was						Analysis of Annual Enrolment.				No. of Pupils enrolled *not* belonging to this School Section.	No. from beyond limits of Section, but within the County.	No. from beyond the limits of the County.
	Less than 20 days. 45	20 to 49 days. 46	50 to 99 days. 47	100 to 149 days. 48	150 to 199 days. 49	200 days and over. 50	Over 5 and under 15. 52	15 years and over. 53	No. of Boys. 54	No. of Girls. 55	126	*b*	
Annapolis	.....	4	7	4	31	5	23	28	17	34	29	28	1
Antigonish	6	14	27	67	131	.....	55	190	137	108	174	55	139
Cape Breton	6	13	9	13	52	8	42	59	47	54	9	1	8
Colchester	9	19	22	24	131	39	85	159	119	125	111	87	24
Cumberland	.....	4	8	9	78	.....	37	62	38	61	21	21	.....
Digby	2	3	2	6	15	4	11	21	15	17	12	11	1
Guysboro	1	1	.....	5	27	2	12	24	12	24	15	15	.....
Halifax	15	9	23	42	229	9	86	241	133	194	91	75	16
Hants	3	1	6	10	45	9	29	45	26	48	20	20	.....
Inverness	2	3	1	4	13	2	3	22	15	10	8	7	1
Kings	2	13	10	15	27	20	36	51	40	47	45	44	1
Lunenburg	1	9	6	6	47	18	27	60	31	56	30	27	3
Pictou	6	8	25	35	151	.....	45	180	104	121	121	92	29
Queens	.....	5	4	8	28	9	16	38	22	32	17	15	2
Richmond	.....	.....	2	5	18	9	14	20	16	18	7	5	2
Shelburne	1	.....	3	4	23	9	12	28	16	24	8	8	.....
Victoria	3	.....	5	13	20	.....	10	31	14	27	7	6	1
Yarmouth	4	10	13	11	71	30	41	98	55	84	32	28	4
Total, 1908	61	116	173	281	1137	173	584	1357	857	1084	757	525	232
" 1907	43	82	224	343	1143	37	577	1295	823	1049	649	466	183
Increase	18	34	.....	.....	.....	136	7	62	34	35	108	59	49
Decrease	.....	.....	51	62	6	.....	.....	.....	.....	.....	.....	.....	.....

TABLE XX.—COUNTY ACADEMIES—*Continued.*

County.	ANALYSIS OF HIGH SCHOOL STUDIES.																			
	English.					Latin.					Greek.				French.					
	Grade. IX.	Grade. X	Grade. XI.	Grade. XII	Total.	Grade. IX	Grade. X.	Grade. XI.	Grade. XII.	Total.	Grade. X.	Grade. XI.	Grade. XII.	Total.	Grade. IX.	Grade. X.	Grade. XI.	Grade. XII.	Total.
Annapolis	22	19	7	3	51	12	5	....	3	20	....	....	....	....	14	12	....	....	26
Antigonish	73	63	52	57	245	53	38	32	45	168	....	4	5	9	61	45	48	49	203
Cape Breton	58	27	15	1	101	57	23	11	1	92	....	3	1	4	30	13	5	....	48
Colchester	88	66	63	26	243	38	23	33	13	107	7	5	6	18	65	43	25	21	154
Cumberland	43	29	27	....	99	37	19	16	....	72	....	....	....	....	....	28	16	....	44
Digby	10	13	9	....	32	5	6	1	....	12	....	....	....	....	9	5	2	....	16
Guysboro	13	14	9	....	36	....	....	....	....	....	....	....	....	....	4	....	1	....	5
Halifax	111	123	86	....	320	41	54	41	....	136	7	8	....	15	62	53	32	....	147
Hants	41	23	10	....	74	18	4	5	....	27	1	....	....	1	....	9	....	....	9
Inverness	2	15	8	....	25	1	1	....	....	2	....	....	....	....	2	1	....	....	3
Kings	36	30	19	1	86	10	6	4	1	21	....	....	....	....	28	28	5	1	62
Lunenburg	35	27	25	....	87	4	4	4	....	12	....	....	....	....	28	12	....	....	40
Pictou	70	51	65	36	222	26	31	31	23	111	3	5	5	13	38	37	35	34	144
Queens	17	23	12	2	54	4	3	1	1	9	....	....	....	....	2	3	1	1	7
Richmond	17	10	7	....	34	10	7	4	....	21	....	....	....	....	10	2	....	....	12
Shelburne	15	11	14	....	40	10	....	3	....	13	....	....	....	....	....	11	....	....	11
Victoria	18	10	13	....	41	11	2	....	....	13	....	....	....	....	4	4	1	....	9
Yarmouth	45	41	50	3	139	28	26	23	2	79	....	1	....	1	39	32	32	3	106
Total, 1908	714	595	491	129	1929	365	252	209	89	915	18	26	17	61	396	338	203	109	1046
" 1907	700	582	410	114	1806	411	312	199	92	1014	19	44	24	87	378	303	209	97	987
Increase	14	13	81	15	123	....	....	10	....	....	....	....	....	....	18	35	....	12	59
Decrease	....	....	....	....	....	46	60	....	3	99	1	18	7	16	....	....	6	....	....

TABLE XX.—COUNTY ACADEMIES—*Continued.*

Academies.	Analysis of High School Studies.																	
	German.				History.					Geography.				Algebra.				
	Grade X.	Grade XI.	Grade XII.	Total.	Grade IX.	Grade X.	Grade XI.	Grade XII.	Total.	Grade IX.	Grade X.	Grade XI.	Total.	Grade IX	Grade X.	Grade XI.	Grade XII.	Total.
Annapolis	....	1	....	1	....	19	6	3	28	22	....	...	22	22	19	7	3	51
Antigonish	....	6	8	14	32	43	45	54	174	66	26	....	92	71	53	47	19	190
Cape Breton	....	8	1	9	....	25	15	....	40	58	....	...	58	58	27	15	1	101
Colchester	19	13	13	45	....	62	60	20	142	88	....	...	88	88	64	63	17	232
Cumberland	....	....	....	....	....	10	12	....	22	2	....	....	2	43	29	27	....	99
Digby	....	....	....	....	....	13	7	....	20	10	...	....	10	10	13	9	....	32
Guysboro	....	....	....	....	...	13	9	....	22	13	....	...	13	13	14	9	....	36
Halifax	5	4	....	9	....	77	53	....	130	103	....	....	103	105	113	80	....	298
Hants	....	1	....	1	....	23	10	....	33	41	....	....	41	41	23	10	....	74
Inverness	....	....	....	....	....	15	8	....	23	1	...	....	1	2	15	8	....	25
Kings	....	....	....	....	...	28	19	1	48	36	...	....	36	34	28	20	...	82
Lunenburg	3	15	....	18	....	27	23	....	50	35	....	....	35	35	27	25	....	87
Pictou	6	23	....	29	...	50	61	32	143	50	66	36	152	69	51	65	36	221
Queens	....	....	1	1	....	23	12	2	37	17	....	....	17	17	23	12	2	54
Richmond	....	....	....	....	....	10	7	....	17	17	....	....	17	17	10	7	....	34
Shelburne	....	....	....	....	....	11	14	....	25	15	....	....	15	15	11	14	...	40
Victoria	....	....	....	....	....	10	12	....	22	18	....	....	18	18	10	13	...	41
Yarmouth	5	13	....	18	....	34	34	3	71	38	....	34	72	45	41	51	....	137
Total, 1908	38	84	23	145	32	493	407	115	1047	630	92	70	792	703	571	482	78	1834
" 1907	91	69	51	211	687	580	392	100	1759	688	580	227	1495	692	581	404	61	1738
Increase	....	15	....	....	....	....	15	15	....	....	....	...	....	11	....	78	17	96
Decrease	53	....	28	66	655	87	....	....	712	58	488	157	703	....	10	...	....	....

TABLE XX.—COUNTY ACADEMIES—*Continued.*

Academies.	Analysis of High School Studies.																			
	Geometry.					Practical Mathematics.	Arithmetic.			Bookkeeping.			Shorthand.	Drawing.			Botany.		
	Grade. IX.	Grade. X.	Grade. XI.	Grade. XII.	Total.	Grade XI	Grade. IX.	Grade. X.	Total.	Grade. IX.	Grade. X.	Total.		Grade. IX.	Grade. X.	Total.	Grade. IX.	Grade. XII.	Total.
Annapolis	...	19	7	3	29	7	22	13	35	....	....	....	....	9	....	9	12	..	12
Antigonish	*36	53	50	20	159	45	73	46	119	....	1	1	18	21	....	21	31	12	43
Cape Breton	....	27	15	1	43	13	58	27	85	....	....	....	....	30	....	30	56	...	56
Colchester	....	65	62	17	144	64	88	66	154	...	....	.. .	....	87	....	87	76	14	90
Cumberland	....	29	27	..	56	27	43	29	72	....	....	....	....	43	....	43	43	....	43
Digby	....	13	9	....	22	9	10	13	23	....	....	....	....	10	...	10	8	..	8
Guysboro	....	14	9	...	23	9	13	14	27	...	....	....	....	13	...	13	13	...	13
Halifax	....	104	79	...	183	66	109	115	224	9	6	15	26	99	....	99	19	...	19
Hants	....	22	10	....	32	10	41	33	74	....	....	. .	....	41	...	41	41	....	41
Inverness	....	15	8	....	23	8	2	15	17	...	...	....	....	2	...	2	....	....	....
Kings	....	25	20	1	46	16	36	28	64	....	....	..	... .	....	....	.. ..	21	....	21
Lunenburg	....	27	25	...	52	25	35	27	62	...	....	....	....	35	...	35	35	...	35
Pictou	...	50	66	36	152	61	70	51	121	....	....	.. ..	....	54	....	54	65	30	95
Queens	....	20	11	1	32	12	17	23	40	....	...	....	....	17	....	17	17	....	17
Richmond	....	10	7	...	17	7	17	10	27	...	....	....	....	17	....	17	17	....	17
Shelburne	....	11	14	....	25	14	15	11	26	....	....	....	....	15	....	15	15	14	29
Victoria	....	10	13	...	23	13	18	10	28	....	....	....	.. ..	16	....	16	18	...	18
Yarmouth	....	39	45	3	87	50	45	40	85	...	...	....	....	43	....	43	11	....	11
Total, 1908	36	553	477	82	1148	456	712	571	1283	9	7	16	44	552	...	552	498	70	568
" 1907	678	570	401	65	1714	397	697	578	1275	657	563	1220	65	676	557	1233	598	52	650
Increase	....	...	76	17	....	59	15	...	8	....	....	....	....	....	....	....	....	18	....
Decrease	642	17	...	....	566	.....	...	7	....	648	556	1204	21	124	557	681	100	....	82

*Oral lessons.

TABLE XX.—COUNTY ACADEMIES—*Continued.*

Academies.	Physics. Grade IX.	Physics. Grade XI.	Physics. Grade XII	Physics. Total.	Chemistry. Grade X.	Chemistry. Grade XII.	Chemistry. Total.	Agriculture.	Physiology. Grade XI.	San. Sci'ce Grade XII.	Psychology. Grade XII.	Zoology. Grade XII.	Geology Grade XII.	Trigonom'y Grade XII.	Navigation Grade XII.	Astronomy. Grade XII.	Wood or Metal Work.	Domestic Science.	Music (Vocal).	In Cadet Corps
	ANALYSIS OF HIGH SCHOOL STUDIES.																			
Annapolis	12	7	3	22	13	...	13	....	....	....	....	....	....	....	....	....	49	....	....	....
Antigonish	33	30	48	111	42	3	45	...	....	....	20	....	9	30	....	....	...	48	53	....
Cape Breton	55	10	1	66	24	....	24	....	....	....	....	....	....	13	....	....	24	24	....	....
Colchester	77	63	17	157	66	7	73	....	....	....	7	3	4	3	3	2	64	40	....	118
Cumberland	43	27	....	70	1	...	1	....	....	....	....	....	....	....	....	....	...	....	....	....
Digby	9	9	...	18	10	....	10	....	....	....	....	....	....	....	....	....	....	....	....	....
Guysboro	13	9	...	22	14	..	14	....	....	....	....	....	....	....	....	....	....	....	....	....
Halifax	19	...	..	19	60	...	60	....	....	....	....	....	....	....	....	....	...	...	195	147
Hants	41	5	..	46	4	..	4	....	....	....	....	....	....	....	....	....	17	35	....	....
Inverness	8	..	...	8	15	....	15	....	....	....	....	....	....	8	....	....	....	....	....	....
Kings	21	16	1	38	14	....	14	....	....	....	....	....	....	1	....	....	25	21	....	....
Lunenburg	35	23	...	58	27	....	27	....	....	....	....	....	....	25	....	....	....	....	87	....
Pictou	65	58	29	152	47	33	80	....	....	....	29	31	27	27	34	29	31	29	....	....
Queens	16	12	1	29	23	1	24	....	....	....	....	....	....	2	1	1	....	....	....	....
Richmond	17	7	....	24	10	....	10	....	....	....	....	....	....	....	....	....	....	....	....	....
Shelburne	15	14	....	29	....	...	...	....	....	....	....	....	....	....	....	....	....	....	....	....
Victoria	18	13	..	31	10	....	10	...	....	....	....	....	....	....	....		....	....	....	....
Yarmouth	18	34	...	52	23	2	25	....	....	...	....	....	....	....	....	....	49	42	....	55
Total, 1908	515	337	100	952	403	46	449	....	....	....	56	34	40	109	38	32	259	239	335	320
" 1907	601	355	95	1051	525	70	595	311	371	98	86	49	58	143	84	60	180	230	181	203
Increase	....	...	5	....	...	...	....	....	....	....	....	....	....	....	....	....	79	9	154	117
Decrease	86	18	....	99	122	24	146	311	371	98	30	15	18	34	46	28	....	....	....	....

TABLE XX.—COUNTY ACADEMIES—*Continued.*

Academies.	Taking Full High School Course.					Taking Partial High School Course.					Total of High School Grade.										No. holding Prov. Cer. or Teacher's License.				
	Grade IX.	Grade X.	Grade XI.	Grade XII.	Total.	Grade IX.	Grade X.	Grade XI.	Grade XII.	Total.	Grade IX.		Grade X.		Grade XI.		Grade XII.		Total.		Grade IX.	Grade X.	Grade XI.	Grade XII.	Total.
											M.	F.	M.	F.	M.	F.	M.	F.	M	F.					
Annapolis	22	19	7	3	51	....	....	....	....	....	7	15	5	14	5	2	....	3	17	34	....	19	7	3	29
Antigonish	58	47	46	49	200	15	16	6	8	45	38	35	32	31	27	25	40	17	137	108	....	....	....	....	....
Cape Breton	58	27	15	1	101	....	..	....	....	....	27	31	11	16	8	7	1	....	47	54	....	20	13	1	34
Colchester	88	65	63	24	240	....	1	1	2	4	46	42	35	31	27	37	11	15	119	125	....	51	60	26	137
Cumberland	42	29	26	....	97	1	....	1	....	2	14	29	14	15	11	16	....	....	39	60	....	23	25	....	48
Digby	10	13	9	....	32	....	....	....	....	....	5	5	6	7	4	5	....	....	15	17	....	11	9	....	20
Guysboro	13	14	9	...	36	....	....	....	....	....	3	10	6	8	3	6	....	....	12	24	....	....	....	....	....
Halifax	105	114	75	....	294	9	11	13	..	33	52	62	51	74	30	58	....	...	133	194	....	125	85	...	210
Hants	41	22	10	....	73	....	1	....	....	1	14	27	8	15	4	6	....	....	26	48	....	15	9	....	24
Inverness	2	15	8	...	25	....	....	....	....	....	1	1	7	8	7	1	....	...	15	10	....	10	4	....	14
Kings	29	25	19	1	74	7	5	1	....	13	20	16	11	19	8	12	1	..	40	47	....	15	16	1	32
Lunenburg	35	27	23	....	85	....	....	2	....	2	14	21	10	17	7	18	....	....	31	56	....	19	23	....	42
Pictou	70	51	65	36	222	..	1	2	....	3	30	40	30	22	28	39	16	20	104	121	....	38	63	36	137
Queens	16	23	12	...	51	1	....	....	2	3	9	8	10	13	2	10	1	1	22	32	....	18	12	2	32
Richmond	17	10	7	....	34	....	....	....	....	....	7	10	4	6	5	2	....	....	16	18	....	4	5	....	9
Shelburne	15	11	14	....	40	....	....	....	....	....	8	7	2	9	6	8	....	....	16	24	....	7	14	....	21
Victoria	18	10	13	....	41	....	....	....	....	....	4	14	3	7	7	6	....	...	14	27	....	6	13	....	19
Yarmouth	45	41	50	3	139	....	....	....	....	....	20	25	13	28	22	28	.. .	3	55	84	....	29	50	3	82
Total, 1908	684	563	471	117	1835	33	35	26	12	106	319	398	258	341	210	286	70	59	857	1084	...	410	408	72	890
" 907	690	577	405	108	1780	24	25	34	9	92	330	384	257	345	172	267	69	48	828	1044	136	387	343	74	940
Increase	...	....	66	9	55	9	10	....	3	14	....	14	1	...	38	19	1	11	29	40	....	23	65	...	....
Decrease	6	14	....	..	..	..	....	8	...	....	11	....	....	4	...	...	....	.	....	..	136	....	....	2	50

TABLE XX.—COUNTY ACADEMIES—*Continued.*

Academies.	No. of Pupils for whom accommodation is provided in a special room at one time.								School libraries for reference and circulation (not merely books required ior teacher's desk) in locked case or special room.						
	In Chemical Laboratory (if any).	Estimated value of Apparatus (Ch. Lab.).	In Physical Laboratory (if any).	Estimated value of Apparatus (Ph. Lab.).	In Wood or Metal Mec. Lab. (if any)	Estimated value of Apparatus.	In Domestic Science Lab. (if any).	Estimated value of Apparatus.	No of cases or Libraries (if any).	No. of Vols. at beginning of year.	Value of the same.	No. of Vols. added during year.	Value of the same.	Value of Scientific and other collections in Museum (Special room if any.)	No. of Wall Maps, Globe, Charts & Cabinets of Models, Specim'ns, &c.
Annapolis	25	$ 100 00	20	$ 195 00	14	$ 325 00	...	.....	2	705	$ 170 00	35	$ 25 00	$ 50 00	36
Antigonish	50	3000 00	60	8500 00	....	.....	40	$175 00	....	.....	.....	.....	.....	5000 00	.....
Cape Breton	12	300 00	4	350 00	20	550 00	20	350 00	1	595	720 00	5	5 00	.....	16
Colchester	36	350 00	36	450 00	.....	1400 00	.....	1000 00	4	450	450 00	350	425 00	800 00	20
Cumberland	30	250 00	.....	250 00	.....	.....	.....	.....	2	600	245 00	60	40 00	.....	55
Digby	...	.....	.....	.....	.....	.....	.....	.....	1	140	59 80	19	15 20	.....	29
Guysboro	10	100 00	10	30 00	....	35 00	.....	.....	1	216	80 00	5	6 00	.....	9
Halifax	48	1000 00	...	300 00	.....	.....	.....	.....	3	1290	800 00	10	5 00	100 00	46
Hants	18	140 00	18	25 00	18	400 00	21	200 00	1	664	553 00	48	16 00	.....	27
Inverness	12	15 00	.....	.....	....	.....	.....	.....	1	130	150 00	...	.....	15 00	17
Kings	22	50 00	.....	.....	20	510-00	18	200 00	1	569	300 00	6	5 00	.....	20
Lunenburg	20	100 00	.....	200 00	16	450 00	20	180 00	2	290	265 00	243	315 00	75 00	30
Pictou	36	330 00	20	750 00	20	200 00	20	150 00	1	1450	2180 00	50	30 00	12 00	20
Queens	54	75 00	54	150 00	.....	.....	.....	.....	1	72	100 00	30	25 00	10 00	24
Richmond	4	35 00	4	20 00	.....	.....	.....	.....	1	16	25 00	30	15 00	.....	20
Shelburne	20	30 00	20	400 00	.....	.....	.....	.....	5	1115	520 00	...	.....	500 00	35
Victoria	8	180 00	.....	.....	....	.....	....	.....	1	2161	4000 00	102	116 00	50 00	26
Yarmouth	32	550 00	45	500 00	16	480 00	20	700 00	11	1896	1790 00	103	25 00	150 00	39
Total, 1908	437	$6605 00	291	$ 12120 00	124	$4350 00	159	$2955 00	39	12359	$12407 00	1096	$1068 20	$6762 00	469
" 1907	396	6672 00	223	12147 50	124	4990 00	163	2780 00	46	18664	25187 00	903	882 65	3635 00	533
Increase	41	.....	68	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Decrease	...	$67 00	.....	$ 27 50	....	$640 00	4	$175 00	7	6305	$12780 00	193	$ 185 55	$3127 00	64

TABLE XX.—COUNTY ACADEMIES—*Continued.*

Academies.	Average Age of Pupils in each Grade. (On first day of school year.)				Grounds.	Assembly Room.	Gymnasium or Play Room.					Total Value.
	Grade. IX.	Grade. X.	Grade. XI.	Grade. XII.	Dimensions of Grounds on which building is situated. (Meters.)	Dimensions of (if there is a special room) (Meters.)	Dimensions of room (if any). (Meters)	Estimated value of apparatus.	No. of Rifles in Armoury (if any).	No. of school rooms (departments with teachers)	Estimated value of Scientific apparatus or specimens not in a separate room, but in cases, etc., within the school room itself	Estimated value of all collections, apparatus, &c. (not including furniture), as seats, desks, &c., used for teaching purposes.
Annapolis	14.65	15.33	17.65	16.65	105.2 x 143.8	4.1 x 7.9 x 8.5	4. x 8.5 x 18.8	$ 25 00	3	2	.....	$268 00
Antigonish	14.25	17.53	17.83	21.66	110. x 140.	3.7 x 12.5 x 21.	10. x 20. x 50.	.....	....	....	.....	.....
Cape Breton	14.55	15.82	16.82	15.73	80.2 x 106.7	5.4 x 14. x 21.	.....	.....	....	....	.....	1900 00
Colchester	14.67	15.76	16.76	18.35	20. x 50.	4.3 x 13. x 18.4	.....	.....	42	7	.....	800 00
Cumberland	14.64	15.4	16.59	....	104.6 x 192.6	5. x 13.7 x 19.6	3.1 x 7.2 x 17.9	.....	....	3	.....	.....
Digby	14.28	17.2	17.19	.....	35. x 62.	3.1 x 7.2 x 17.9	.....	.....	50	1	.....	110 00
Guysboro	15.41	15.4	16.93	.....	50. x 70.	.....	.....	.....	2	1	.....	.....
Halifax	15.18	15 98	16.95	...	37.4 x 39.2	5.2 x 19.2 x 17.1	3.32 x 8.21 x 9.[illegible]	.....	....	8	.....	2000 00
Hants	14.94	15.58	16.65	...	57. x 85.	5.7 x 12.6 x 24.	3.3 x 8.2 x 9.6	.....	....	2	.....	300 00
Inverness	16.7	16.54	12.	..	23.2 x 24.7	.....	.....	.....	....	1	.....	180 00
Kings	14.54	16.03	16.42	14.74	131.5 x 167.	.....	.....	.....	....	3	.....	100 00
Lunenburg	14.91	15.92	16.66		93.2 x 128.6	4.5 x 11.4 x 19.6	.....	.....	..	2	.....	700 00
Pictou	14.96	16.35	17.54	18.24	85. x 124.	4.8 x 9.7 x 21.	.....	.....	....	4	.....	4890 00
Queens	14.77	15.64	17.09	19.48	12. x 26.	.....	4. x 7. x 7.	15 00	..	2	.....	3[illegible]0 00
Richmond	13.91	16.47	17.01	...	20.1 x 77.7	.....	.....	.....	...	1	.....	135 00
Shelburne	14.51	16.51	16.99	..	73.2 x 73.2	.....	.....	.....	...	1	.....	1000 00
Victoria	15.36	16.24	17.82	....	44 x 132.	.....	.....	.....	....	1	.....	230 00
Yarmouth	14.84	15.92	16.57	17.8	75. x 90.	.....	7. x 11. x 12.	50 00	66	4	.....	4300 00
Total, 1908	14.83	16.08	16.75	17.83	.....	.....	.....	$ 90 00	163	43	.....	$17263 00.
" 1907	14.63	15.92	16.84	18.23	.....	.....	.....	50 00	113	63	$950 00	45337 00
Increase	.2	.16	....	..	.....	.....	.....	$ 40 00	50	..	.....	.....
Decrease	....	.....	.09	.4	.....	.....	.....	.....	..	20	$950 00	$28074 00

TABLE XXI.—GOVERNMENT NIGHT SCHOOLS.

County.	Section.	Teacher.	Assistant.	Pupils Enrolled.	Average Attendance.	No. of Sessions.
Cumberland	Joggin Mines	F. J. Lent		41	21.	51
"	Springhill	Daniel S. Brennan		51	15.1	38
Digby	Salmon River	F. E. Melancon		32	22.6	6
Guysboro	Canso	Angus N. McLeod		46	34.6	25
"	Mulgrave	L. J. Shanahan		26	11.	45
Richmond	West Arichat	Leo. J. King		35	26.	30
"	Louisdale	J. Scott Nelson		40	21.	51
Total, 1908				271	151.3	246
" 1907				452	246.9	421
Increase						
Decrease				181	95.6	175

TABLE XXII.—MANUAL TRAINING SCHOOLS *(a) Mechanic and (b) Domestic Science.*

County.	Section.	Teacher.	Date of opening School—Day and Month.	Date of last Session of School—Day and Month.	No. of half-days—(2 hours sessions) school was in operation.	Total No. of Pupils.	Total No. of Males.	Total No. of Females.	Pupils who are not on the regular Public School Register of the Section during this School year. Total.	Males.	Females.	No. of full legal half-day Attendances (2 hours) made by all the pupils.	No. of full legal Attendances (2 hours) made by each on an average.	No. of weeks school was in operation.	Percentage of the total pupils who made the maximum legal attendance.
a. Mechanic Science.															
Annapolis	Annapolis	A. Boyd Crowe	Aug. 26	July 3	333	97	45	52	2	1	1	2894	29.8	43.	69.3
"	Middleton	Reginald W. Bent	Aug. 26	July 3	218	58	54	4	4	.....	4	1671	28.8	42.	68.6
Cape Breton	Sydney	I. C. Dawson	Sep. 3	July 2	346	199	199	...	.....	.....	.....	4950	25.	38.	65.
"	Sydney Mines	Wm. A. Robinson	Sep. 4	July 3	158	81	81	....	.....	.....	.....	2174	26.8	40.	67.
"	North Sydney	"	Aug. 26	Jnly 3	245	115	115	....	.....	.....	.....	3166	27.5	42	70.
Colchester	Truro { Normal School	F. G. Matthews	Aug. 29	June 26	418	171	169	2	2	.....	2	4155	24.3	41.	59.2
	Truro { Town	A. R. Patton	Oct. 11	June 19	68	157	40	117	.....	.....	.....	2374	15.1	30	50.3
Halifax	Halifax	Chas. W. Parker	Aug. 28	June 30	304	222	222	...	4	4	....	6213	14.2	43.	36.1
"	Dartmouth	Clifford W. Fairn	Sep. 10	June 12	291	172	94	78	.....	.....	.....	4067	23.9	35.	68.4
Hants	Windsor.	Chas. I. Macnab	Aug. 20	June 30	170	71	71	....	.....	.....	.....	2378	17.3	44	78.6
Kings	Kentville.	"	Aug. 29	June 26	167	60	60	...	.....	.....	.....	2121	18.1	43.	84.2
"	Wolfville	Lee N. Seaman	Sep. 12	May 29	67	37	37	....	.....	.....	.....	695	18.7	34.	.....
Lunenburg.	Lunenburg	Manson A. Lyons	Sep. 3	June 17	228	89	89	....	.....	.....	.....	2664	30.	40.	75.
"	Bridgewater	"	Sep. 6	June 22	150	63	63	....	.....	.....	.....	1754	27.8	41.	68.
Pictou	New Glasgow.	H. G. Clark	Sep. 4	June 25	229	115	115	....	10	10	.....	2710	23.5	36.	65.4
Yarmouth.	Yarmouth	Milford Clark	Aug. 26	June 29	349	117	117	....	.....	.....	.....	3666	31.2	40.	78.
Total Mechanic Science, 1908					3840	1824	1571	253	22	15	7	47682	23.6	39.5	64.5
" " " 1907					3616	1985	1658	327	21	20	1	49657	24.1	38.6	69.2
Increase					224	.....	.....	.....	1	.....	6	.....	.....	.9	.....
Decrease					.....	161	87	74	.....	5	.....	1975	.5	.....	4.7

b. Domestic Science.

Annapolis	Middleton	Elsie M. Hockin	Aug. 26	July 3	41	65	...	65	.....	.....	.....	1879	28 9	41.	70.4
Cape Breton	Sydney	Myrtle D. McCallum	Sept. 4	July 3	307	163	....	163	.....	....	.....	4216	25.8	40.	64 5
Colchester	Truro Normal School	Jean A Hamilton	Aug. 29	June 30	265	148	....	148	.....	.....	.....	3823	25 8	42.	61.5
	Truro Town	Margaret W. Weeks	Oct 11	June 17	133	139	....	139	....	.....	.....	2909	20 9	33.	63 8
Halifax	Halifax	Helen W. Bell / Bessie B. Connor	Aug. 26	July 3	409	231	...	231	1	.....	1	5950	25.7	43.	50 8
Hants	Windsor	Etta M. Wheelock	Aug. 27	June 30	200	93	....	93	.....	..	.....	3045	32.7	12.	77 9
Kings	Kentville	Etta M. Wheelock	Aug. 29	July 3	170	69	....	69	3	....	3	1981	28 7	43.	66.7
"	Wolfville	Annie A. Bool	Sept. 13	May 28	99	51	..	51	2	.....	2	1317	13.9	33	84.5
Lunenburg	Lunenburg	Susie Kent	Sept. 3	June 17	213	88	...	88	.....	.....	.....	2230	25.4	40.	63 5
"	Bridgewater	Susie Kent	Sept. 6	June 22	151	61	...	61	.....	..	.....	1519	24 9	41.	61.
Pictou	Pictou	Bertha F. Putnam	Aug. 30	June 24	174	101	22	82	19	....	19	2017	19	41	46.
"	New Glasgow	Annie Redmond	Sept. 5	June 25	248	139	....	139	20	..	20	3180	25	40.	62 5
"	Stellarton	Bertha F. Putnam.	Aug. 25	June 25	133	110	25	85	2	.....	2	2342	21	37.	56
Yarmouth	Yarmouth	Susie E. Archibald	Aug. 26	June 29	338	149	..	149	3	.....	3	3727	25 1	42	59.9
Total Domestic Science, 1908					2881	1610	47	1563	50	.....	50	40435	24 4	39 8	61.1
" " " 1907					3413	1715	32	1683	173	..	173	45263	23 2	33.	63.4
Increase					...	...	15	....	.....	.....	...	.....	1 2	1 7	.7
Decrease					532	105	...	120	123	.....	123	4828	....	...	.....
Total in Manual Training, 1908					6721	3134	1618	1816	72	15	57	88117	24.	38 8	63.9
" " " 1907					7029	3700	1690	2010	194	20	174	94920	23 6	38 3	66 3
Increase					.....		..	....	....	.....	.....	....	.4	.5	.....
Decrease					308	266	72	194	122	5	117	6803	....		2 4

TABLE XXII.—MANUAL TRAINING SCHOOLS—(*a*) *Mechanic and* (*b*) *Domestic Science—Continued.*

County.	Section.	Teacher.	No. for whom benches or working accommodations are provided at one session.	Estimated value of the equipment of the School (benches, tools, apparatus, etc.)	Annual Expenditure for: Salaries of Teachers.	Rent, fuel, and janitor's attendance.	Repairs to room or building.	Additions to the equipment.	Material used by pupils in their work.	Annual Receipts. Total Annual Expenditure for this department.	From Provincial Grant.	From School Funds of the Section.	From Donations.
(a) Mechanic Science.													
Annapolis	Annapolis	A. Boyd Crowe	14	$325 00	$550 00	$ 10 00	.....	$	$30 00	$591 25	$133 50	$157 75	.....
"	Middleton	Reginald W. Bent	16	500 00	550 00	40 00	.....	25 00	20 00	635 00	250 65	384 35	.....
Cape Breton	Sydney	J. C. Lawson	20	575 00	750 00	50 00	.....	10 00	100 00	910 00	300 00	610 00	.....
"	Sydney Mines	Wm. A. Robinson	16	450 00	320 00	.....	.....	.....	40 00	360 00	*167 10	33 90	.....
"	North Sydney	Wm. A. Robinson	16	450 00	420 00	.....	.....	.....	60 00	480 00	474 90	5 10	.....
Colchester	Truro Normal School	F. G. Matthews; A. R. Patton	42	1100 00	1500 00	50 00	.....	.....	150 00	1700 00	300 00	1400 00	.....
Halifax	Halifax	Chas. W. Parker	20	.....	760 00	293 04	$105 51	5 07	67 71	1231 33	600 00	631 33	.....
"	Dartmouth	Clifford W. Fairn	20	750 00	800 00	170 00	25 00	50 00	70 00	1115 00	†1200 00	815 00	.....
Hants	Windsor	Chas. I. Macnab	16	.....	325 00	200 00	.....	.....	125 00	650 00	300 00	350 00	.....
Kings	Kentville	Chas. I. Macnab	20	510 00	325 00	50 00	.....	.....	50 00	425 00	304 35	120 65	.....
"	Wolfville	Lee N. Seeman	18	760 00	65 00	10 00	5 00	10 00	15 00	105 00	105 00	.....	.....
Lunenburg	Lunenburg	Manson A. Lyons	16	480 00	390 00	50 00	.....	10 00	60 00	500 00	300 00	200 00	.....
"	Bridgewater	Manson A. Lyons	15	375 00	259 00	80 50	33 79	2 00	51 30	426 59	263 10	163 49	.....
Pictou	New Glasgow	F. G. Clark	20	600 00	600 00	200 00	10 00	.....	90 00	900 00	300 00	600 00	.....
Yarmouth	Yarmouth	Melford Clark	16	450 00	450 00	.....	.....	.....	125 00	575 00	300 00	275 00	.....
Total Mechanic Science, 1908			285	$7325 00	$8054 60	$1203 54	$179 30	$113 32	$1054 01	$10604 77	$5899 00	$5116 57	.....
" " " 1907			328	9025 00	8481 00	1321 84	170 88	150 31	1054 58	11178 61	5219 10	5937 91	.....
Increase			.....	.....	.....	.....	$8 42	.....	.....	.....	$679 90	$408 66	.....
Decrease			43	$1700 00	$426 40	$118 30	.....	$36 99	$0 57	$573 84	.....	.....	.....

*$141.00 of this amount belonged to previous year.
† 600.00.) " " " " "

(b) Domestic Science.													
Annapolis	Middleton	Elsie M. Hockin	20	$300 00	$400 00	$ 70 00	.....	$ 2 50	$ 31 94	$504 44	$256 85	$235 69	$11 90
Cape Breton	Sydney	Myrtle D. McCallum	20	300 00	475 00	100 00	.....	.....	110 00	685 00	300 00	385 00	.....
Colchester	Truro	Jean A. Hamilton	23	2656 00	900 00	.....	.....	1 50	127 50	1029 00	300 00	729 00	.....
	Normal School	Margaret W. Weeks	28	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Halifax	Halifax	Helen W. Bell / Bessie B. Connor	20	450 00	1120 00	285 50	$105 52	6 37	149 18	1666 57	600 00	992 39	74 18
Hants	Windsor	Etta M. Wheelock	20	.....	400 00	150 00	.....	.....	75 00	625 00	300 00	325 00	.....
Kings	Kentville	Etta M. Wheelock	24	200 00	240 00	50 00	.....	.....	50 00	340 00	295 65	44 35	.....
"	Wolfville	Annie A. Bool	20	200 00	500 00	75 00	.....	.....	35 00	610 00	197 55	412 45	.....
Lunenburg	Lunenburg	Susie Kent	20	180 00	261 00	50 00	6 90	6 00	34 77	358 67	300 00	58 67	.....
"	Bridgewater	Susie Kent	21	227 00	174 00	80 81	33 31	7 00	43 57	338 69	227 85	110 84	.....
Pictou	Pictou	Bertha F. Putnam	20	300 00	300 00	80 00	8 00	3 50	50 00	441 50	272 85	168 65	.....
"	New Glasgow	Annie Redmond	20	200 00	375 00	100 00	.....	5 00	60 00	540 00	300 00	240 00	.....
"	Stellarton	Bertha F. Putnam	20	150 00	200 00	60 00	220 00	2 00	50 00	532 00	300 00	232 00	.....
Yarmouth	Yarmouth	Susie E. Archibald	20	710 00	450 00	40 00	.....	1 75	94 80	586 55	300 00	212 58	73 97
Total Domestic Science, 1908			301	$5873 00	$5795 00	$1141 31	$373 73	$ 35 62	$911 76	$8257 42	$3950 75	$4146 62	$160 05
" " " 1907			294	4625 00	5781 00	1150 59	86 13	71 75	876 24	7965 71	4093 05	3663 95	208 71
Increase			7	$1248 00	$ 14 00	.....	$287 60	.....	$ 35 52	$291 71	.....	$482 67	.....
Decrease			.....	.....	.....	$ 9 28	.....	$ 36 13	.....	.....	$142 30	.....	$48 66
Total Manual Training, 1908			586	$13198 00	$13849 60	$2344 85	$553 03	$148 94	$1965 77	$18862 19	$9849 75	$9593 19	$160 05
" " " 1907			622	13650 00	14262 00	2472 43	257 01	222 06	1930 82	19144 32	9312 15	8701 86	208 71
Increase			.....	.....	.....	.....	$296 02	.....	$ 34 95	.....	.....	$891 33	.....
Decrease			36	$452 00	$412 40	$127 58	.....	$ 73 12	.....	$282 13	$537 60	.....	$ 48 66

TABLE XXIII.—RURAL SCHOOL LIBRARIES.

Nova Scotia, Year ended 31st July, 1908.

County.	Section.	Teacher.	Govt. Grant.	Summary of Financial Statistics. Total expenditure on Library since year 1900 (from last Annual Return)	Expended this school year on Library case and accessories.	Expended this year on books.	Total expenditure to end of this school year.	Estimated present value of Library case and accessories.	Estimated present value of books.	Estimated present value of total Library equipment.
Annapolis	Bridgetown	H. L. Bustin, B. A	$ 5 00		$				$ 50 00	$ 50 00
"	Lawrencetown	Clara I. Rumsey	5 00	$ 55 15			$ 55 15	$ 9 75	63 75	73 50
"	Paradise	A. B. Morrison	5 00	50 00		$ 25 00	75 00	11 00	75 00	86 00
Colchester	Old Barns	M. R. McCurdy	5 00	63 95		20 40	84 35	3 50	80 85	84 35
Cumberland	Apple River	J. Wallace Mortimer	5 00	37 00		22 13	59 13	8 00	57 56	65 56
"	Pugwash	D. L. Shortliffe	10 00	80 00		25 00	105 00	15 00	90 00	105 00
Digby	Weymouth Bridge	E. P. Morse	10 00	65 90		4 56	70 46	15 00	109 00	124 00
Hants	Ellershouse	Lena M. Lockhart	5 00	44 38		5 48	49 86	7 50	42 36	49 86
"	Three Mile Plains	Margaret McDonell	5 00	2 50			2 50	3 40	48 79	52 19
Kings	Greenwich	Nellie B. McMahon	5 00	35 89		10 54	46 43	3 00	65 00	68 00
Shelburne	Clark's Harbor	Arthur D. Fox	10 00	72 08	.35	27 45	99 88	15 00	109 75	124 75
"	Lr. Woods Harbor	Millage Oulton	10 00	161 21		12 49	173 70	21 00	144 00	165 00
Yarmouth	Argyle Harbor	Charlotte W. Frost	5 00	59 00		5 00	64 00	5 00	64 00	69 00
"	Lower Argyle	Genesta E. Goodwin	5 00	49 57		11 75	61 32	5 50	61 32	66 82
"	Central Kempt	Myrtle C. Wilson	5 00	60 18			60 18	15 00	56 65	71 65
"	West Kemptville	Elsie B. Smith	5 00	42 03	.93	11 14	54 10	3 93	50 42	54 35
"	Port Maitland	Alice A. Goudey	10 00	67 00	.55	15 17	82 72	3 00	101 75	104 00
"	Pembroke	Jane E. Cleland	5 00	55 00		10 00	65 00	13 00	60 00	73 00
"	Mid. E. Pubnico	Simon A. Amirault	5 00	10 00		18 00	28 00	10 00	54 00	64 00
Total, 1908			$ 120 00	$1010 84	$1 83	$ 224 11	$1236 78	$ 167 58	$1384 20	$1551 78
" 1907			80 00	485 77	42 97	187 47	716 21	123 51	800 78	924 29
Increase			$ 40 00	$ 525 07		$ 36 64	$ 520 57	$ 44 07	$ 583 42	$ 627 49
Decrease					$ 41 14					

TABLE XXIII.—RURAL SCHOOL LIBRARIES—*Continued.*

County.	Section.	No. Books at beginning of school year.	No. Books added during school year.	No. Books lost or withdrawn during school year.	No. Books at end of school year in each Class.* Class A.	Class B.	Class C.	Class D.	Class E.	Class F.	Class G.	Class H.	Class J.	Class K.	Class L.	Class M.	Total.
Annapolis	Bridgetown	186	.....	.....	44	3	16	25	14	6	6	65	7	.....	.....	.....	186
"	Lawrencetown	120	15	1	20	11	1	4	33	1	2	8	54	.....	.....	.....	134
"	Paradise	66	92	.....	13	1	14	6	17	4	7	4	22	40	30	.....	158
Colchester	Old Barns	90	48	.....	27	4	1	7	34	7	1	45	3	.....	2	7	138
Cumberland	Apple River	61	57	.....	4	2	1	10	67	6	3	18	2	1	.....	4	118
"	Pugwash	207	50	.....	50	35	17	65	50	40	.....	.....	.....	.....	.....	.....	257
Digby	Weymouth Bridge	263	19	.....	10	30	13	15	173	6	.....	18	17	.....	.....	.....	282
Hants	Ellershouse	45	13	.....	9	....	7	10	23	4	3	1	1	.....	.....	.....	58
"	Three Mile Plains	80	2	.....	12	6	4	3	45	1	.....	10	1	.....	.....	.....	82
Kings	Greenwich	91	44	.....	15	9	4	6	71	6	.....	14	10	.....	.....	.....	135
Shelburne	Clark's Harbor	147	65	1	41	14	15	21	84	2	1	32	.....	.....	1	.....	211
"	Lr. Woods Harbor	120	31	1	13	21	5	17	57	8	2	8	13	.....	6	.....	150
Yarmouth	Argyle Harbor	63	18	.....	12	8	....	3	41	1	.....	3	12	1	.....	.....	81
"	Lower Argyle	43	24	.....	9	3	2	4	28	5	.....	8	8	.....	.....	.....	67
"	Central Kempt	207	2	.....	7	4	2	3	159	6	.....	26	2	.....	.....	.....	209
"	West Kemptville	111	42	.....	15	8	4	10	90	4	.....	21	1	.....	.....	.....	153
"	Port Maitland	117	37	1	14	8	19	17	65	2	1	17	10	.....	.....	.....	153
"	Pembroke	166	22	.....	33	12	12	2	99	6	.....	21	3	.....	.....	.....	188
"	Middle E. Pubnico	80	10	.....	13	4	1	4	15	5	.....	22	26	.....	.....	.....	90
Total, 1908		2263	591	4	361	183	138	232	1165	120	26	341	192	42	39	11	2850
" 1907		1277	486	7	208	112	99	73	901	82	6	169	100	.....	6	.....	1756
Increase		986	105	.....	153	71	39	159	264	38	20	172	92	42	33	11	1094
Decrease		.....	....	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

**From Regulation 175 (8):*
The books shall be classified into the following twelve classes:
Class A.—*Scientific* (including all books ranging from elementary nature study to the application of science to the arts and industries, such as Agriculture, Forestry, etc.).
B.—*Travel and Description.*
C.—*Biography.*
D.—*History.*
E.—*Fiction.*
F.—*Poetry.*
G.—*Fine Arts* (Music, Drawing, Painting, etc.)
Class H.—*Miscellaneous* (Literature which cannot come under the foregoing or following classes, such as Mythology, Children's Stories, &c.).
J.—*Books of Reference* (Dictionaries, Cyclopedias, Gazetteers, Atlases, Year Books, School Law and JOURNALS, certain Reports on Education, Geology, Agriculture, Trade and Navigation, etc.)
K.—*Blue Books* (all government and municipal reports, publications, etc., not in J.)
L.—*Periodicals.*
M.—*Readers* (and duplicates) *for Supplementary Reading in School.*

TABLE XXIII.—RURAL SCHOOL LIBRARIES—*Continued.*

County.	Section.	Circulation (No. of issues) during school year in each class.*													No. of issues to others than pupils in the total	No. of borrowers (readers.)		
		Class A.	Class B.	Class C.	Class D.	Class E.	Class F.	Class G.	Class H.	Class J.	Class K.	Class L.	Class M.	Total		Children.	Adults.	Total.
Annapolis	Bridgetown	...	...	...	...	...	...	...	...	...	...	...	...	190	...	70	...	70
"	Lawrencetown	34	61	7	1	268	...	2	22	7	...	...	...	402	54	244	62	306
"	Paradise	11	...	5	2	90	1	2	30	60	25	...	...	226	2	136	90	226
Colchester	Old Barns	85	5	...	36	14	18	1	28	101	...	...	12	300	35	22	7	29
Cumberland	Apple River	14	7	1	19	314	15	...	74	...	2	...	3	449	115	55	31	86
"	Pugwash	123	77	85	61	63	117	...	...	...	...	...	...	526	27	87	17	104
Digby	Weymouth Bridge	...	32	4	10	318	4	...	16	...	...	...	...	384	23	361	23	384
Hants	Ellershouse	86	...	1	55	366	16	17	...	...	...	...	...	541	115	426	115	541
"	Three Mile Plains	6	10	9	6	115	2	...	19	...	...	...	...	167	36	24	5	29
Kings	Greenwich	26	35	3	4	194	2	...	32	5	...	...	...	301	104	30	30	60
Shelburne	Clark's Harbor	126	41	7	13	295	...	...	196	...	...	...	...	678	103	107	40	147
"	Lr. Wood's Harbor	32	51	3	18	178	11	1	11	...	...	...	...	305	61	37	17	54
Yarmouth	Argyle Harbor	13	25	...	5	113	4	...	7	20	...	...	...	187	39	148	39	187
"	Lower Argyle	20	12	1	9	82	9	...	22	7	...	...	...	162	30	126	36	162
"	Central Kempt	...	3	...	...	476	2	...	14	...	...	...	...	495	370	125	370	495
"	West Kemptville	51	18	18	13	258	3	...	63	...	...	...	...	419	119	36	26	62
"	Port Maitland	36	42	33	28	833	3	1	43	2	...	...	...	1021	23	74	6	80
"	Pembroke	100	40	43	12	663	10	...	109	2	...	...	...	979	94	58	25	83
"	Middle E. Pubnico	...	...	...	...	...	...	...	...	...	...	...	...	225	...	34	...	34
Total, 1908		763	459	215	292	4640	217	24	686	204	27	...	15	7957	1350	2200	939	3139
" 1907		478	352	253	67	3404	61	194	497	17	...	...	...	5323	1029	962	390	1352
Increase		285	107	...	225	1236	156	...	189	187	27	...	15	2634	321	1238	549	1787
Decrease		...	...	38	...	...	...	170	...	...	...	...	...	...	...	...	...	...

**From Regulation 175 (5):*
The books shall be divided into the following twelve classes:
Class A.—*Scientific* (including all books ranging from elementary nature study to the application of science to the arts and industries, such as Agriculture, Forestry, etc.)
B.—*Travel and Description.*
C.—*Biography.*
D.—*History.*
E.—*Fiction.*
F.—*Poetry.*
G.—*Fine Arts* (Music, Drawing, Painting, etc.)
Class H.—*Miscellaneous* (Literature which cannot come under the foregoing or following classes such as Mythology, Children's Stories, &c.)
J.—*Books of Reference* (Dictionaries Cyclopedias, Gazetteers, Atlases, Year Books, School Law, Journals and Reports on Education, etc.)
K.—*Blue Books* (all government and municipal reports, publications, etc., not in J.)
L.—*Periodicals.*
M.—*Readers for Supplementary Reading in Schools.*

STATISTICAL INFORMATION FROM INSTITUTIONS NOT RECEIVING GOVERNMENT GRANTS.

TABLE XXIV.– (A) Educational Institutions having Degree-conferring Powers.*

Statistics for the School Year ended Summer of 1908.

Name of Institution.	Place.	Name of President.	Staff.		Students in Arts.											Science.					Medicine.			Law.			Theology.			Grand Total Students.	Institution Founded.	Total Graduates to date.	Degrees Conferred in 1908.														
					Undergraduates.							General.																																			
			Professors.	Lecturers.	1st Year.	2nd Year.	3rd Year.	4th Year.	Males.	Females.	Total.	Males.	Females.	Total.	Total in Arts.	Undergrad'ts.	General.	Males.	Females.	Total.	Males.	Females.	Total.	Regular.	Partial.	Total.	Regular.	Partial.	Total.				B. A.	B. L.	M. A.	B. Sc.	M. Sc.	B. E.	LL. B.	LL. D.	B. C. L.	D. C. L.	D. Sc.	M. D., C. M.	B. D.	D. D.	Litt.	Total.
King's College	Windsor	Rev. C. J. Boulden, D. C. L.	7	4	15	9	9	1	28	6	34	12	..	12	46	3	1	4	..	4	..	..	..	.	7	7	1	23	24	50	1790	585	10	..	5	1	..	..	..	3	2	..	..	..	1	..	22
Presbyterian College	Halifax	Rev. Robt. A. Magill, Ph.D.	4	2	11	12	13	..	36	...	36	...	...	...	36	..	..	...	...	...	...	...	.	..	..	..	..	36	36	36	1820	368	..	..	..	..	..	..	..	..	..	..	..	1	..	1
Acadia College	Wolfville	Rev. W. B. Hutchinson, D. D.	9	6	36	33	19	20	73	35	105	16	17	33	141	40	6	46	..	46	..	..	..	..	..	..	..	a 31	31	187	1838	811	20	..	11	3	..	..	..	..	1	..	.	..	2	..	37
Dalhousie College	Halifax	Rev. John Forrest, D. D.	(b) 15	(c) 18	72	57	41	32	140	62	202	11	18	29	231	60	6	66	..	66	60	6	66	42	30	72	..	..	...	(d) 435	1818	1511	25	..	8	..	..	6	17	5	..	..	..	11	..	..	..	72
St. Francis Xavier's Col.	Antigonish	Rev. H. P. McPherson, D. D.	19	9	55	48	26	..	63	66	129	...	..	...	129	...	18	11	7	18	..	..	..	6	.	6	..	.	...	153	1855	....	7	..	2	..	..	..	..	1	..	..	..	..	..	..	10
College St. Anne	Church Point	Rev. P. A. Chiasson	18	5	20	16	12	12	60	...	60	12	..	12	72	11	..	15	..	15		..	..	..	..	..	..	..	..	125	1890	31	7	..	..	..	..	..	..	..	..	..	..	..	..	..	7
Seminary Holy Heart	Halifax	Rev. C. LeBrun, D. D.	8	...	..	..	..	..	..	..	..	...	..	...	...	...	..	...	..	...	..	..	..	..	..	..	32	..	32	32	(e) 1895	....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	...
St. Mary's College	Halifax	Rev. C. E. McManus, B.D	(f)	...	...	..	..	..	..	..	..	...	..	...	...	..	..	..	..	...	..	..	..	..	..	..	..	..	...	...	...	...	..	..	..	..	..	..	..	..	..	..	..	..	..	..	...
		Total 1908	80	44	209	175	120	65	400	169	569	51	35	86	655	118	31	142	7	149	60	6	66	48	37	85	33	90	123	1018	....	3338	69	..	26	4	..	6	17	6	3	3	..	11	..	4	..	149
		" 1907	79	31	271	185	139	87	523	159	682	129	69	198	753	73	8	116	..	116	39	3	42	49	26	75	53	4	79	963	....	3682	70	..	19	6	..	4	11	1	6	3	..	4	3	5	..	132

(a) 31 Students in Arts took studies in Theology in addition to their Arts work. (b) Two Emeriti. (c) 23 Examiners.
(d) Deduct 36 studying in two Faculties. (e) Degree conferring powers granted by Legislature, 1906. (f) No return received.
*To these might be added (1) the Halifax Medical College, the statistics of which are given in a special report in the Appendix; and (2) Mt St. Vincent Academy, the statistics of which are given in the following table, granted degree-conferring powers in Music by the Legislature in 1907.

TABLE XXIV.—*Continued.* (B).—EDUCATIONAL INSTITUTIONS NOT HAVING DEGREE-CONFERRING POWERS.

Statistics for School Year ended Summer of 1908.

County.	Name of Institution.	Place.	Name of Principal.	No. of Teachers.	No. of Pupils corresponding in General Attainments to each of the Public School Grades of Nova Scotia as given below.																	
					Kindergarten.	Grade I.	Grade II.	Grade III.	Grade IV.	Grade V.	Grade VI.	Grade VII.	Grade VIII.	Grade IX.	Grade X.	Grade XI.	Grade XII.	Males.	Females.	Total.	Average daily Attendance.
Halifax	Maritime Business College	Halifax	Kaulbach & Schurman	15	....	....	....	....	....	....	....	....	....	....	....	....	....	188	209	397	135
"	Halifax Ladies' College	"	Miss L. M. Hendrie	10	....	21	7	3	5	7	4	8	11	8	5	15	*35	8	121	129	120
"	Halifax Conserv'y of Music	"	Rev. Robt. Laing	17	....	....	....	....	....	....	....	....	....	....	....	....	....	34	294	328	....
"	Academy Sacred Heart	"	Madame Reid	20	....	....	2	5	4	8	9	12	14	15	12	17	9	....	**112	**112	....
"	Mt. St. Vincent Academy	Rockingham	Mother M. Berchmans	21	....	3	4	3	7	5	10	12	16	35	25	10	5	....	135	135	120
Hants	Collegiate School	Windsor	F. T. Handsombody	5	....	..	....	....	....	....	....	....	....	....	....	....	..	65	....	65	....
"	Church School for Girls	"	Miss Gena Smith	12	..	....	....	....	....	....	....	....	....	....	....	....	....	....	108	108	103
Kings	Horton Collegiate Acad'my	Wolfville	E. Robinson	5	....	....	....	..	..	....	....	....	....	34	26	27	...	80	7	87	85
"	Acadia Seminary	"	Rev. H. T. DeWolfe	18	....	....	....	....	....		....	....	....	....	....	....	15	....	240	240	....
"	Acacia Villa School	Hortonville	A. H. Patterson, B. A.	5	....	....	....	..	....	....	....	..	....	....	....	....	....	45	15	60	50
Pictou	St. John Baptist Academy	New Glasgow	Sr. St. Emilien	3	....	60	18	20	7	30	12	8	12	7	10	3	....	75	102	177	160
"	Our Lady of Lourdes	Lourdes	Sr. M. Constance	3	....	49	25	14	16	18	9	4	4	1	....	....	....	69	71	140	126
Total, 1908				134	....	123	56	45	39	68	44	44	57	100	78	72	64	564	1414	1978	....
" 1907				135	....	85	64	36	55	59	39	77	61	87	99	60	6	528	1332	1860	....
Increase				....	....	38	..	9	....	9	5	....	..	13	...	12	58	36	82	118	....
Decrease				1	....	....	8	....	16	....	....	33	4	....	21	....	....	....	....	....	....

*Special pupils. **5 of these are doing 1st and 2nd year college work.

TABLE XXV.

Conspectus of M. P. Q. Examination Results by Stations.

Station.	1907.					1908.					
	Total.	Rank of Candidates. First	Second.	Third.	Failed.	Total.	Rank of Candidates. Academic.	First.	Second.	Third.	Failed.
Advocate	....	....	....	....	....	2	....	....	1	1	...
Amherst	11	3	8	....	....	10	....	....	...	9	1
Annapolis	14	3	8	3	....	9	....	....	1	6	2
Antigonish	33	8	18	6	1	34	1	1	3	17	12
Arichat	8	...	5	2	1	14	....	....	1	7	6
Baddeck	12	....	10	2	....	16	...	....	3	8	5
Barrington	17	....	13	4	....	6	....	1	....	3	2
Bear River	14	5	7	2	....	7	....	....	....	5	2
Berwick	13	2	8	3	...	10	....	1	3	5	1
Bridgetown	7	....	4	3	...	15	1	4	5	4	1
Bridgewater	15	1	11	3	....	16	....	1	1	12	2
Canso	5	....	5	....	....	6	....	...	....	4	2
Chester	11	2	6	1	2	4	....	....	1	3	....
Church Point	....	....	....	....	....	1	....	....	1	....	...
Digby	13	2	11	....	....	7	....	....	...	4	3
Glace Bay	7	....	5	2	....	4	....	....	....	2	2
Great Village	11	4	7	....	...	11	....	4	3	3	1
Guysboro	11	....	6	5	....	11	....	....	1	9	1
Halifax	49	9	34	6	....	41	2	6	7	25	1
Inverness	10	1	5	4	...	4	....	....	....	1	3
Kentville	12	1	11	....	....	16	....	4	4	3	5
Liverpool	15	4	9	2	....	15	....	1	4	8	2
Lockeport	5	2	3	....	....	7	...	....	....	5	2
Lunenburg	28	8	19	1	....	12	....	1	3	7	1
Maitland	11	1	10	....	....	5	....	....	....	5	....
Margaree Harbor	4	....	....	3	1	3	....	....	...	1	2
Middle Musquodoboit	18	2	11	4	1	13	....	1	3	7	2
Middleton	16	4	10	2	....	14	....	....	....	9	5
New Glasgow	23	2	13	8	....	17	....	3	5	6	3
North Sydney	10	...	6	4	....	17	....	....	3	13	1
Oxford	15	1	12	2	....	9	....	1	1	6	1
Parrsboro	10	....	10	....	....	5	....	....	....	5	....
Pictou	27	4	21	2	....	29	1	2	4	17	5
Port Hawkesbury	13	....	7	5	1	5	....	1	....	1	3
Port Hood	6	....	6	...	....	9	....	....	1	5	3
River John	7	4	2	1	...	2	....	....	....	2	...
Sheet Harbor	8	....	4	3	1	7	....	....	....	7	....
Shelburne	7	1	6	...	....	12	....	....	....	11	1
Sherbrooke	7	....	5	2	....	6	....	....	....	3	3
Springhill	8	4	3	1	....	4	....	...	2	2	....
Stellarton	8	2	5	1	....	9	....	3	....	6	....
St. Peters	17	...	7	9	1	19	....	...	3	12	4
Sydney	20	5	10	3	2	14	....	1	...	9	4
Tatamagouche	16	3	11	2	....	11	....	1	4	6	...
Truro	27	11	13	3	....	30	....	4	3	21	2
Upper Stewiacke	3	..	3	....	...	4	....	...	....	3	1
Westport	5	2	3	....	....	2	....	....	1	1	....
Westville	6	....	4	2	....	2	....	1	...	1	....
Windsor	15	6	9	..	...	10	....	1	2	7	...
Wolfville	14	7	7	....	....	3	....	....	1	2	....
Yarmouth	17	....	13	4	....	15	....	1	3	9	2
Total	659	114	424	110	11	554	5	44	78	328	99

TABLE XXVI.—PROVINCIAL HIGH SCHOOL EXAMINATIONS, JULY, 1908.

Station.	Male Candidates.	Female Candidates.	Total Candidates.	Male XII. Final Course.					Female XII. Final Course.					Male XII. Preliminary Course.					Female XII. Preliminary Course.					Male XII. Old Course.					Female XII. Old Course.				
				Candidates for Grade XII.	Received Grade XII.	Received Grade XI.	Received Grade X.	Failed.	Candidates for Grade XII.	Received Grade XII.	Received Grade XI.	Received Grade X.	Failed.	Candidates for Grade XII.	Received Grade XII.	Received Grade XI.	Received Grade X.	Failed.	Candidates for Grade XII.	Received Grade XII.	Received Grade XI.	Received Grade X.	Failed.	Candidates for Grade XII.	Received Grade XII.	Received Grade XI.	Received Grade X.	Failed.	Candidates for Grade XII.	Received Grade XII.	Received Grade XI.	Received Grade X.	Failed.
Advocate	7	17	24																														
Amherst	47	92	139	1			1																										
Annapolis	68	22	90																4	2			2										
Antigonish	43	132	175						2	2				4	1	3			10	7	1	1	1										
Arichat	25	20	45																														
Baddeck	27	65	92																														
Barrington	8	44	52																														
Bear River	8	40	48																														
Berwick	18	50	68																														
Bridgetown	42	55	97																														
Bridgewater	14	74	88																														
Canso	9	26	35											1				1	1				1										
Chester	16	38	54																														
Church Point	7	28	35																														
Digby	18	44	62	1	1																												
Glace Bay	66	23	89																														
Great Village	16	82	98																														
Guysboro	13	34	47																														
Halifax	137	334	471																4	1	1		2										
Inverness	22	37	54																														
Kentville	34	68	102											1				1															
Liverpool	21	56	77						1	1																							
Lockeport	10	36	46											1				1	1				1										
Lunenburg	29	105	134																														
Maitland	20	37	57																														
Margaree Harbor	39	26	65																														
Middle Musquodoboit	20	59	79																														

Middleton	44	61	105																														
New Glasgow	76	120	196																														
North Sydney	32	75	107																														
Oxford	16	57	73																														
Parrsboro	19	44	63																														
Pictou	86	134	220						1	1														9	3	2	2	2	13	9	2	1	1
Port Hawkesbury	18	41	59																														
Port Hood	10	28	38																														
River John	13	39	52																														
Sheet Harbor	18	41	59																														
Shelburne	18	38	56																														
Sherbrooke	17	24	41																														
Springhill	10	46	56																														
Stellarton	20	41	61																														
St. Peter's	26	51	77																														
Sydney	51	87	138	1	1				1		1			2		1		1	1				1										
Tatamagouche	27	53	80																														
Truro	88	145	233											7	4			3	10	4	1	2	3	1				1	1	1			
Upper Stewiacke	3	19	22																														
Westport	9	22	31																														
Westville	19	18	37																														
Windsor	38	99	137																														
Wolfville	13	66	79																														
Yarmouth	71	123	194						1	1									1			1											
Total, 1908	1516	3121	4637	3	2		1		6	5	1			16	5	4		7	32	14	3	4	11	10	3	2	2	3	14	10	2	1	1
" 1907	1274	2773	4047																														
Increase	242	348	590																														
Decrease																																	

TABLE XXVI.—PROVINCIAL HIGH SCHOOL EXAMINATIONS, JULY, 1908—*Continued.*

Station.	Male XII. (Partial Course.)			Female XII. (Partial Course.)			Male XI.					Femaee XI.					Male X.				Female X.				Male IX.			Female IX.		
	Candidates for Grade XII.	Passed.	Failed.	Candidates for Grade XII.	Passed.	Failed.	Candidates for Grade XI.	Received Grade XI.	Received Grade X.	Received Grade IX.	Failed.	Candidates for Grade XI.	Received Grade XI.	Received Grade X.	Received Grade IX.	Failed.	Candidates for Grade X.	Received Grade X.	Received Grade IX.	Failed.	Candidates for Grade X.	Received Grade X.	Received Grade IX.	Failed.	Candidates for Grade IX.	Received Grade IX.	Failed.	Candidates for Grade IX.	Received Grade IX.	Failed.
Advocate												7	5	1		1	5	5			2	1		1	2	1	1	8	3	5
Amherst							12	7	4		1	19	13	2	3	1	14	7	2	5	19	12	2	5	16	14	2	54	37	17
Annapolis							4	2	1	1		2	2				5	1	2	2	27	13	8	6	12	7	5	23	17	16
Antigonish	2	1	1	3	1	2	1			1		17	16	1			16	6	4	6	38	22	9	7	18	12	6	60	20	40
Arichat							6	5		1		2	2				8	3	2	3	5	1	2	2	11	5	6	13	7	6
Baddeck							6	4		1	1	9	7		1	1	4	3	1		27	6	4	17	16	7	9	28	5	23
Barrington							2	2				8	8				3	1		2	14	6	2	6	2	2		21	7	14
Bear River							3	2	1			5	2		2	1					13	5	3	5	4		4	22	12	10
Berwick							9	7	1		1	7	3	1	2	1	3	1	1	1	21	9	3	9	5	2	3	22	6	16
Bridgetown							15	10	2	2	1	9	6	2	1		9	3	3	3	18	10	3	5	17	8	9	27	14	13
Bridgewater												8	1	3	1	3	2	1	1		35	13	4	18	12	7	5	30	19	11
Canso												9		4	1	4	3		3		6	2	2	2	4		4	9	2	7
Chester							2	2				9	4	1	1	3	7	4	3		9	6	1	2	7	3	4	19	10	9
Church Point							2	2				1				1	1	1			11	5	2	4	4	1	3	16	4	12
Digby	1		1				4	2	2			5	4	1			4	3	1		11	4	2	5	7	5	2	25	14	11
Glace Bay							7	4		1	2	4	1	2		1	25	9	6	10	7	4	2	1	34	8	26	11	2	9
Great Village							1	1				12	6	3		3	3	2		1	29	14	7	8	12	3	9	40	26	14
Guysboro							2	1	1			6	4	2			5	1	1	3	13	4	5	4	5	3	2	13	5	8
Halifax	2	1	1	5	2	3	21	17	2		2	66	43	11	8	4	37	23	3	6	101	58	15	28	76	62	14	143	88	55
Inverness	1		1				4	3	1			1	1				4	2		2	3	1		2	16	4	12	26	12	14
Kentville	3	1	2				10	6	3	1		21	15	1	3	2	10	5		5	25	17	3	5	9	5	4	22	13	9
Liverpool							4	3		1		14	8	3		3	8	4	1	3	20	9	4	7	8	3	5	21	7	14
Lockeport							1	1				5	2	1	1	1	2	1	1		17	10	3	4	7	3	4	14	6	8
Lunenburg							4	3	1			20	11	3	2	4	6	5		1	29	12	10	7	17	12	5	52	35	17
Maitland												7	4		2	1	4	2	1	1	8	3	3	2	15	4	11	22	6	16
Margaree Harbor							1	1									9	7	1	1	9	7	1	1	15	5	10	27	10	17
Middle Musquodoboit							6	4			2	16	14	1		1	4	2	1		19	12	5	2	9	2	7	22	9	13

Middleton	....	....	....	....	....	....	10	7	2	1	....	12	6	4	1	1	13	4	4	5	19	11	2	6	21	10	11	29	15	14
New Glasgow	....	....	....	....	....	....	17	10	4	1	2	19	9	6	2	2	19	7	2	10	34	14	5	15	37	20	17	62	28	34
North Sydney	....	....	....	....	....	....	8	4	1	1	2	16	8	5	1	2	12	7	....	5	25	10	4	11	12	5	7	34	14	20
Oxford	....	....	....	....	....	....	4	....	1	....	3	11	5	1	....	5	5	1	2	2	10	8	2	9	7	5	2	26	12	14
Parrsboro	....	....	....	....	....	....	2	2	....	....	....	5	3	....	1	1	4	2	1	1	13	4	2	7	13	6	7	24	9	15
Pictou	6	....	6	6	....	6	22	10	4	1	7	32	5	6	7	14	21	9	3	9	26	7	3	16	24	13	11	51	12	39
Port Hawkesbury	....	....	....	....	....	....	4	1	1	1	1	6	4	....	....	2	7	....	4	3	8	4	1	3	7	....	7	25	6	19
Port Hood	....	....	....	....	....	....	1	....	....	....	1	1	....	....	....	1	6	4	2	....	11	3	4	4	3	....	3	16	10	6
River John	....	....	....	....	....	....	2	1	....	....	1	4	2	2	....	....	3	....	1	2	10	3	1	6	8	2	6	25	6	19
Sheet Harbor	....	....	....	....	....	....	1	....	....	....	1	3	1	....	1	1	3	....	....	3	13	3	2	8	14	2	12	25	4	21
Shelburne	....	....	....	....	....	....	7	6	1	....	....	8	6	2	....	....	4	1	....	3	14	9	3	2	7	7	....	14	9	5
Sherbrooke	....	....	....	....	....	....	4	2	1	1	....	1	....	1	....	....	7	2	1	4	10	4	3	3	6	2	4	13	4	9
Springhill	....	....	....	....	....	....	1	1	....	....	....	11	8	....	2	1	3	2	1	....	10	4	4	2	6	3	3	25	18	7
Stellarton	....	....	....	....	....	....	2	1	....	1	....	5	2	1	....	2	7	1	....	6	15	1	5	9	11	4	7	19	4	15
St. Peter's	....	....	....	....	....	....	3	....	....	2	1	2	....	1	....	1	16	4	2	10	21	6	8	7	7	3	4	25	9	16
Sydney	1	1	....	5	1	4	5	5	....	....	....	12	4	4	2	2	12	4	3	5	21	9	4	8	30	24	6	44	7	37
Tatamagouche	....	....	....	....	....	....	1	....	1	....	....	7	2	5	....	....	9	4	....	5	13	7	2	4	17	8	9	33	18	15
Truro	3	....	3	3	....	3	21	14	2	1	4	34	21	6	4	3	14	7	5	2	48	26	14	8	42	30	12	48	27	21
Upper Stewiacke	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	3	....	1	2	7	3	2	2	....	....	....	11	6	5
Westport	....	....	....	....	....	....	3	2	....	....	1	4	2	1	....	1	2	1	....	1	7	1	4	2	4	3	1	11	7	4
Westville	....	....	....	....	....	....	3	....	1	....	2	1	....	....	....	1	4	1	1	2	1	1	....	....	12	3	9	16	5	11
Windsor	....	....	....	....	....	....	6	6	....	....	....	14	8	3	1	2	10	7	2	1	32	25	4	3	21	13	8	51	30	21
Wolfville	....	....	....	....	....	....	3	3	....	....	....	12	7	2	1	2	2	1	1	....	20	11	5	4	8	5	3	33	12	21
Yarmouth	4	2	2	....	....	....	16	12	2	....	2	33	17	7	5	4	16	6	5	5	42	18	17	7	34	23	11	46	30	16
Total, 1908	23	6	17	22	4	18	273	176	40	19	38	542	303	100	55	84	403	183	79	141	975	456	206	311	714	382	332	1507	699	808
" 1907	....	....	....	....	....	....	237	152	64	21	....	520	332	152	33	3	386	225	122	39	932	513	312	107	600	278	322	1265	549	716
Increase	....	....	....	....	....	....	36	24	....	....	38	22	....	....	22	81	17	....	....	102	43	....	....	204	114	104	10	242	150	92
Decrease	....	....	....	....	....	....	....	....	24	2	....	....	29	52	....	....	....	42	43	....	....	55	106	....	....	....	....	....	....	....

TABLE XXVI. PROVINCIAL HIGH SCHOOL EXAMINATIONS JULY, 1908—*Continued.*

STATION.	Total Supplementaries etc.	Total received Grade XII. "Old."	Total failed Grade XII. "Old."	Total received Grade XII "Final."	Total failed Grade XII "Final."	Total received Grade XII "Preliminary."	Total failed Grade XII "Preliminary."	Total received Grade XII "Partial."	Total failed Grade XII "Partial."	Received Grade XI on Grade XII examination.	Received Grade XI on Grade XI examination.	Total received Grade XI.	Total failed Grade XI.	Received Grade X on Grade XII examination.	Received Grade X on Grade XI examination.	Received Grade X on Grade X examination.	Total received Grade X.	Total failed Grade X.	Received Grade IX on Grade XI examination.	Received Grade IX on Grade X examination.	Received Grade IX on Grade IX examination.	Total received Grade IX.	Total failed Grade IX.	Total received certificates.	No. received Grade applied for.	No. received one Grade lower than applied for.	No. received second Grade lower than applied for.	Total number failed.
Advocate											5	5	1		1	6	7	1			4	4	6	16	15	1		8
Amherst	4										20	20	2	1	6	19	26	10	3	4	51	58	19	104	90	10	4	31
Annapolis	3					2	2				4	4			1	14	15	8	1	10	24	35	21	56	44	11	1	31
Antigonish	4			2		8	1	2	3	4	16	20	1	1	1	28	30	13		13	26	39	52	101	82	18	1	70
Arichat											7	7				4	4	5	1	4	12	17	12	28	23	4	1	17
Baddeck	2										11	11	2			9	9	17	2	5	12	19	32	39	32	5	2	51
Barrington	2										10	10				7	7	8		2	9	11	11	28	26	2		22
Bear River	1										4	4	1		1	5	6	5	2	3	12	17	14	27	21	4	2	20
Berwick	1										10	10	2		2	10	12	10	2	4	8	14	11	36	28	6	2	31
Bridgetown	2										16	16	1		4	13	17	8	3	6	22	31	22	64	51	10		31
Bridgewater	1										1	1	3		3	14	17	18	1	5	26	32	16	50	41	8	1	37
Canso	1						2						4		4	2	6	2	1	5	2	8	12	14	4	9	1	20
Chester	1										6	6	3		1	10	11	2	1	4	13	18	13	35	29	5	1	18
Church Point											2	2	1			6	6	4		2	5	7	15	15	13	2		20
Digby	4			1					1		6	6			3	7	10	5		3	19	22	13	39	33	6		19
Glace Bay	1										5	5	3		2	13	15	11	1	8	10	19	35	39	28	10	1	49
Great Village	1										7	7	3		3	16	19	9		7	29	36	23	62	52	10		35
Guysboro	3										5	5			3	5	8	7		6	8	14	10	27	18	9		17
Halifax	16					1	2	3	4	1	60	61	6		13	86	99	34	8	18	150	176	60	340	300	32	8	115
Inverness	1								1		4	4			1	3	4	4			16	16	24	24	23	1		29
Kentville	1						1	1	2		21	21	2		4	22	26	10	4	3	18	25	13	73	62	7	4	28
Liverpool	1			1							11	11	3		3	13	16	10	1	5	10	16	19	44	35	8	1	32
Lockeport											3	3	1		1	11	12	4	1	4	9	14	12	29	23	5	1	17
Lunenburg	4						2				14	14	4		4	17	21	8	2	10	47	59	22	94	79	16	2	36
Maitland	1										4	4	1			5	5	3	2	4	10	16	27	25	19	4	2	31
Margaree Harbor	1															14	14	2		2	18	20	27	29	22	2		29
Middle Musquodoboit	3										13	13	3		1	15	16	2		6	11	17	20	51	44	7		36

Middleton	1										13	13	1		6	15	21	11	2	6	25	33	25	67	53	12	2	37
New Glasgow	8										19	19	4		10	21	31	25	3	7	48	58	51	108	88	17	3	80
North Sydney	1										12	12	4		6	17	23	15	2	4	19	25	27	60	48	10	2	46
Oxford	1										5	5	8		2	9	11	11		4	17	21	16	37	31	6		35
Parrsboro	2										5	5	1			6	6	8	1	3	15	19	22	30	26	3	1	31
Pictou	9	12	3	1					12	4	15	19	21	3	10	16	29	25	8	6	25	39	50	100	69	20	11	111
Port Hawkesbury	2										5	5	3		1	4	5	6	1	5	6	12	26	22	15	6	1	35
Port Hood													2			7	7	4		6	10	16	9	23	17	6		15
River John											3	3	1		2	3	5	8		2	8	10	25	18	14	4		34
Sheet Harbor											1	1	2			3	3	11	1	2	6	9	33	13	10	2	1	46
Shelburne											12	12			3	10	13	5		3	16	19	5	44	38	6		10
Sherbrooke											2	2			2	6	8	7	1	4	6	11	13	21	14	6	1	20
Springhill											9	9	1			6	6	2	2	5	21	28	10	43	36	5	2	13
Stellarton	2										3	3	2		1	2	3	15	1	5	8	14	22	20	13	6	1	39
St. Peters	3												2		1	10	11	17	2	10	12	24	20	35	22	11	2	39
Sydney	3			1			2	2	4	2	9	11	2		4	13	17	13	2	7	31	40	43	71	56	13	2	64
Tatamagouche											2	2			6	11	17	9		2	26	28	24	47	39	8		33
Truro	1	1	1			8	6		6	1	35	36	7	2	8	33	43	10	5	19	57	81	33	169	134	28	7	63
Upper Stewiacke	1															3	3	4		3	6	9	5	12	9	3		9
Westport											4	4	2		1	2	3	3		4	10	14	5	21	16	5		10
Westville													3		1	2	3	2		1	8	9	20	12	10	2		25
Windsor	3										14	14	2		3	32	35	4	1	6	43	50	29	99	89	9	1	35
Wolfville	1										10	10	2		2	12	14	4	1	6	17	24	24	48	39	8	1	30
Yarmouth	1			1				2	2		29	29	6	1	9	24	34	12	5	22	53	80	27	146	109	31	6	47
Total 1908	97	13	4	7		19	18	10	35	12	479	491	125	5	140	641	786	452	74	235	1081	1440	1140	2766	2250	437	79	1774
" 1907	177									7	484	491	3	4	216	738	958	146	54	434	827	1315	1038	2805	2085	662	58	1242
Increase										5			122	1				306	20		254	125	102		165	225	21	532
Decrease	80										5				76	97	172			149				39				

TABLE XXVII.—EXPENDITURE GOVERNMENT FUNDS FOR COMMON SCHOOLS, COUNTY ACADEMIES, &c.

For the Fiscal Year ended September 30th, 1908.

Counties.	Population.	No. of Schools in session.	No. of Pupils Registered.	Provincial Aid.	Grant to County Academies.	Total assignable to Counties.	Cost to Government per pupil.
Annapolis	18842	131	4281	$ 11890 27	$ 519 72	$ 12409 99	$ 2 89
Antigonish	13617	74	2618	6480 34	864 34	7344 68	2 80
Cape Breton	49166	235	11865	20637 40	646 84	21284 24	1 79
Colchester	24900	157	6538	13863 10	952 82	14815 92	2 67
Cumberland	36168	218	9208	18885 21	*254 23	19139 44	2 07
Digby	20322	110	4534	8907 32	259 87	9167 19	2 02
Guysboro	18320	97	3590	7543 07	259 87	7802 94	2 17
Halifax City	40832	161	8596	17205 64	952 82	18158 46	2 11
Halifax County	33830	165	6830	12942 62	.....	12942 62	1 89
Hants	20056	126	4456	10929 83	519 72	11449 55	2 56
Inverness	24353	139	5280	†9498 77	259 87	†9758 64	1 84
Kings	21937	128	4657	11917 11	519 72	12436 83	2 67
Lunenburg	32389	185	7430	15182 25	519 72	15701 97	2 11
Pictou	33459	182	6469	15732 97	952 82	16685 79	2 58
Queens	10138	63	2192	5279 74	519 72	5799 46	2 64
Richmond	13515	73	2690	5502 60	259 87	5762 47	2 14
Shelburne	14290	85	3064	6937 79	259 87	7197 66	2 35
Victoria	10571	58	1834	‡3891 38	259 87	‡4151 25	2 26
Yarmouth	22869	129	4973	11736 77	952 82	12689 59	2 55
Total, 1908	459574	2516	100105	$214964 18	$9734 51	$224698 69	$ 2 24
" 1907	459574	2469	100007	189672 29	10000 00	199672 29	1 99
Increase	.....	47	98	$ 25291 89	.....	$ 25026 40	$ 0 25
Decrease	.....	....	..	.....	265 49	.....	.....

Total Government Expenditure for Education.	
Common Schools	$214948 49
Teachers' Annuities	5925 00
School Consolidation	356 55
County Academies	9734 51
Government Night Schools	344 15
Mechanic Science Schools	5899 20
Domestic Science Schools	3950 75
Rural School Libraries	120 00
Examination (net)	4113 30
Normal School	16090 96
Travelling Expenses—Normal School Students	1922 20
Institution for Deaf and Dumb	7697 50
School for the Blind	7852 50
Inspectors' Salaries	18500 00
" Stationery, Postage, etc	612 50
Salaries—Education Office	5200 00
Office Expenses (Registers, Register Covers, Postage, Expressage, Telegrams, Stationery, etc.)	1151 94
Advisory Board of Education	242 90
Summer School of Science	100 00
Editorial Committee on Acadian Readers	650 00
Provincial Educational Association	200 00
Total Government Expenditure, 1908	$305612 45
" " " 1907	277415 53
Increase	$ 28196 92

*For first half year, amount due for second half year not paid until after close of fiscal year.
†Less refund $15.00. ‡Less refund $0 69.

TABLE XXVIII.—CLASSIFICATION OF SCHOOLS ACCORDING TO THE NUMBER OF PUPILS, &c, 1907-08.

MUNICIPALITY.	Schools with less than 20 Pupils.			No. of Schools, 20 to 39 Pupils.	No of Schools, 40 Pupils or over.	Graded Schools.		
	No. of Schools.	Average Enrolment.	Av. Annual Attendance.			No of Sections.	No. of Departments	No. of Pupils.
Annapolis	25	12.7	6.	48	16	13	42	1734
Antigonish	4	16.2	7.8	40	12	3	18	617
Cape Breton	14	15.3	7.5	44	19	11	158	9280
Colchester	27	13.2	7.8	50	24	13	56	2651
Cumberland	27	14.7	6.7	73	28	14	90	5280
Digby	8	14.7	6.6	16	10	10	29	1290
Clare	3	13.7	5.1	12	10	9	22	1075
Guysboro	9	16.	8.9	18	18	7	23	1122
St. Mary's	5	12.6	6.7	14	6	1	3	108
Halifax County	19	15.1	7.6	47	52	13	47	2269
Halifax City	....	....	....	....	....	1	161	8596
Hants, East	11	15.1	7.	23	12	8	16	587
Hants, West	4	17.	4.9	16	10	10	34	1417
Inverness, South	11	14.5	8.7	30	17	3	13	441
Inverness, North	8	15.3	9.	24	23	3	13	741
Kings	12	13.1	8.3	41	29	16	46	1896
Lunenburg	16	13.	6.	52	35	14	52	2423
Chester	6	15.3	7.2	7	11	2	6	341
Pictou	48	14.6	7.8	59	9	10	66	3711
Queens	11	14.4	7.2	18	8	7	26	1199
Richmond	11	15.1	7.1	25	15	9	22	970
Shelburne	8	11.	7.2	18	7	3	13	529
Barrington	4	13.5	7.1	5	9	8	21	906
Victoria	11	15.4	9.5	29	12	2	6	250
Yarmouth	4	14.7	5.8	18	6	7	46	1891
Argyle	4	16.	7.1	9	11	15	31	1274
Total, 1908	310	15.1	7.5	727	409	202	1060	52598
" 1907	297	14.3	6.6	711	428	206	1029	51354
Increase	13	.8	.9	26	....	....	31	1244
Decrease	....	....	....	....	19	4	....	....

TABLE XXIX.

Summary of Government Grants for Education for the Fiscal Year ended 30th September, 1908.

Provincial Aid to Teachers	$214,948 49
Teachers' Annuities	5,925 00
School Consolidation	356 55
County Academies	9,734 51
Government NightSchools	344 15
Mechanic Science Schools	5,899 20
Domestic Science Schools	3,950 75
Rural School Libraries	120 00
Examination (Gross)	6,069 82
Normal School	16,090 96
Travelling Expenses—Normal School Students	1,922 20
Institution for Deaf and Dumb	7,697 50
School for the Blind	7,852 50
Inspectors' Salaries	18,500 00
" Stationery, Postage &c	612 50
Salaries—Education Office	5,200 00
Office Expenses (Registers, Register Covers, Postage, Expressage, Telegrams, Stationery)	1,151 94
Advisory Board of Education	242 90
Summer School of Science	100 00
Editorial Committee on Acadian Readers	650 00
Provincial Educational Association	200 00
	$307,568 97
Less Examination Fees	1,956 52
Net	$305,612 45

PART III.

APPENDICES.

PROVINCIAL NORMAL COLLEGE BUILDINGS, TRURO, NOVA SCOTIA.

APPENDIX A.

I.—PROVINCIAL NORMAL SCHOOL.

DAVID SOLOAN, LL. D., *Principal.*

A. H. MACKAY, ESQ., LL. D., F. R. S. C.,
Superintendent of Education, Halifax, N. S.

SIR,—I have the honor to submit the following report on the Provincial Normal School for the year ended July 31st, 1908.

The appended list of diploma awards shows that one hundred and sixty-one students completed prescribed courses of study. The enrolment in the senior classes was above the average of recent years, while that of candidates for Third Rank Diploma was small, only sixteen. In the "C" class, forty-eight enrolled; in the "B" class, eighty-four; in the "A" class, seven. Three students completed the course for teachers of mechanic science, and three completed a course designed specially for primary teachers who desire to give effect to kindergarten principles in the common schools.

In the course of the winter the work of the school suffered a short interruption owing to the appearance of small-pox in Truro, two of our students developing mild cases from which they soon completely recovered. These cases were promptly isolated, the school buildings disinfected, and the school closed for two weeks. As the disease was well known to have been contracted outside of Truro, and as the afflicted ones had been out of school for some little time before the disease manifested itself, our medical advisor considered it safe as well as calculated to allay the anxiety of parents, to permit the students to disperse to their homes.

Noticeable characteristics of the student body of the year were the unusually low average age and the small number of candidates who had experience as teachers. As a rule, the candidate who has taught a school, or has tried to teach, appreciates better the problems of instruction and management, and is consequently a more attentive and teachable pupil than the entirely inexperienced. Our teaching-staff could not fail to remark in the students of the past year the disadvantages at which it was placed in virtue of having to deal largely with the latter class. It is, however, to be expected, that, with the diminishing age at which pupils pass the several high school exami-

nations, there will be a diminishing average age in the students enrolled in the Normal School. From the point of view of the well-to-do school section, it is perhaps better that untrained teachers should be forbidden to conduct a school; but from the standpoint of the normal school instructor who desires apt and knowing students, it is well to provide the latter with opportunities for experience in school work before their entrance upon a course of professional training.

Notwithstanding youth and comparative inexperience, our classes left nothing to be desired on the score of diligence and general intelligence. True, there is to be remarked in the high school graduates of to-day a regrettable deficiency in knowledge of certain subjects which bulked larger in the programs of twenty years ago when the range of intellectual activities in the school was more limited than to-day. History, especially English and foreign history, has suffered; so has the knowledge of technical grammar. On the other hand, new interests and capacities have been developed. Geography has, in the form of nature studies, reached down into the lower grades, developing manifold interests unknown to the pupils of a generation ago, who busied themselves only with the location of places and the memorizing of descriptions of near and distant lands. The earth, in its relations to man as an industrial and social being, and man in his relations to the state and to organized society are considerations which have encroached, and prudently so, upon the time formerly allotted to place-geography and historical pageant. If it could be affirmed that technical grammar is being displaced to make room for increased practice in correct utterance and idiom, and in developing fluency and variety of expression in speech and writing, one might view with satisfaction such a revolution in school aims. It is none too certain, however, that the great body of teachers are moving towards this desired consummation of elementary language teaching. Indeed, it is doubtful whether systematic effort to improve the spoken and written expression of pupils is at all as general and as earnest as is the endeavor to perfect them as calculators and to fashion them as reasoners about natural phenomena. The average Normal School student has by no means a high standard of vocal utterance or of language-form; and, until the conviction becomes common that a decent command of the mother tongue is at the foundation of a proper self-respect and is one of the most conspicuous evidences of education, it will be futile to look for marked improvement in the literary output of our schools. One's language is part of one's manners; and good manners are but the outward manifestation of an inward recognition of the moral and social order in which we live. Upon this fact our Normal School insists with all possible emphasis. Yet we own to a certain incapacity to deal very effectively with conditions. The Normal School is a "day school." Our students reside not in the school but in private houses chosen, often, to suit a lean purse. The surroundings and the social environment are by no means always

such as commend themselves to the faculty of the school; and, in consequence, the stimulus to self-improvement in the student is weak enough; whereas, with a proper residence under the control and conduct of the school-authorities, many of the students would be lifted to a higher moral and social plane and practised in those ways of thinking and doing which lend grace to human intercourse and a becoming self-respect to individuals.

To meet the educational demand, we need a steady output of educated teachers, teachers whose moral and social attainments no less than their intellectual acquirements are superior to the average of the school-sections into which they are called. Let it not be forgotten that, while there is urgency for an improved social status for the teacher, there is no less urgency for improved *social qualification* in the teacher, and that, no matter what increase may be effected in salaries, the social status will never rise higher than the social qualification. Rather, indeed, will the financial consideration arrange itself in keeping with circumstances, when parents and trustees are able to feel assured that their teachers are contributing to an elevation of the social standard of the community through improving the moral and social qualification of the young. It has been the privilege of the Normal School more than of any other public institution of learning in Nova Scotia to disseminate culture in the remoter communities; and the time has long since arrived when this privilege should be enlarged and rendered more effective through a better provision for the housing and the social training of the young teachers to whom the state entrusts the formation of the character and manners no less than of the intellectual faculty of its children.

It is with satisfaction that I record the sincere and effective interest of the Superintendent and Council of Public Instruction in providing for the maintenance of the buildings in good repair and in good sanitary condition, and for the frequent renewal of laboratory supplies. A pleasing evidence of the interest felt by the Legislature as a body was offered last winter when the Premier, members of the Council, and more than a score of members of the Provincial Legislature accompanied the Superintendent of Education in one of his visits to the Provincial Normal School. While on the topic of school maintenance, I would recommend the moving of the physics laboratory from its present location in the basement of the main building to the better lighted and venilated basement of the science-building. The importance of the laboratory work in physics has been enhanced during the past year by the organization of classes in general physics and soil-physics by the College of Agriculture. The instruction in these classes is given by Mr. Benoit of our staff.

In addition to the physics instruction, the Normal School continues to provide instruction for the students of the College of Agri-

culture in chemistry and in commercial branches, Mr. Harlow acting as instructor in the former and Mr. Connolly in the latter subject. In exchange, the Normal School receives the services of Mr. Shaw of the horticultural department as instructor in biology and in nature-teaching, as well as the co-operation of the College of Agriculture in the summer courses in rural science for teachers of the public schools. The young men, too, in attendance at the Normal School availed, as usual, of certain of the lectures and demonstrations conducted as part of the winter short-course at the College of Agriculture.

The thanks of the school are due to Dr. S. L. Walker of Truro, for a course of lectures to our students on the prevention of disease, the initiative in this effort being taken by the Colchester Society for the Prevention of Tuberculosis. For several years past the Society has given us Dr. Walker's services and has distributed among our students the various bulletins published by the Canadian Society.

Physical exercises and elementary military drill were conducted as usual by Mr. Matthews and Miss Smith as part of the course in practical hygiene. In June, Captain Borden, of the Military Department at Halifax, made inspection of the instruction given at this school. The English handbook of physical exercises had been introduced into the Normal School in the course of the term and had not been long enough in use to be mastered by our instructors and students; nevertheless, the report of the inspector credited the school with having done well under the circumstances. Next year, it is expected that the instruction in physical and military exercises may be delegated to masters provided by the Department of Militia. Our cadet-corps was provided some years ago with the obsolete Martini-Henri rifle, useless for target-practice at the present day, and our corps is in consequence handicapped in its target work by the difficulty at times of procuring rifles of modern make.

During the past year a change was made in the status of the kindergarten training-department, hitherto conducted as a private enterprise by the school-board of Truro. The conduct of this training-department and the framing of a course of study came entirely within the authority of the Truro school-board and its kindergartner. Students who came to study kindergarten enrolled as pupils of a privately, or, rather, civically, conducted institution unable to issue to them at the completion of their course a certificate which would receive proper official recognition. As they were not students of the Normal School, they were not even legally entitled to the traveling allowance paid to graduates of this institution. In every particular, therefore, was it desirable to bring the training-department within the control of the Normal School as an integral part. The late kindergartner, Mrs. Patterson, presented the matter clearly and effectively to the Truro school-board and won the cheerful acquiescence of that

body to a transfer of the training-department to the Provincial Normal School. The students in training as kindergartners were granted Normal School diplomas endorsed by Mrs. Patterson to show the nature of their course of study, partly of a general educational character and partly kindergarten. Next year, it is planned to organize two courses, one for candidates ambitious to cultivate special kindergarten expertness, and one for teachers of primary departments who desire to incorporate kindergarten occupations and principles into common-school work. I desire to record my grateful appreciation of Mrs. Patterson's efforts as head of the Truro Kindergarten, not only to improve the status of her school and of her student-teachers, but to make her department an object-lesson to the young women and men of the Normal School. The door of her school was open at all times to visitors from our institution, and the large extent to which our students availed of this privilege is indicative of the value which we placed upon the opportunity afforded. After careful inquiry into the qualifications of numerous applicants for the position vacated in June by Mrs. Patterson, the school-board appointed Miss Agnes MacKenzie, formerly lecturer in Kindergarten in the Normal School of London, Ontario, an accomplished, experienced, and enthusiastic teacher; and her department bids fair to win an increasing meed of popular appreciation. It is to be hoped that before long the Honorable Council of Public Instruction may consent to recognize specially trained and competent kindergartners in charge of public kindergartens as entitled to a subvention determined by their degree of scholarship and professional training.

This year, special effort has been made to organize a summer course in those branches specified for qualifying for the rural science diploma. To Mr. Cumming, Principal of the College of Agriculture, has been entrusted the task of procuring an instructor in biology whose reputation would lend prestige to the course and command the attendance of a good number of students. Mr. Cumming's choice was Prof. Dearness, of the London, Ont., Normal School, a gentleman well-known to teachers through his pioneer work in nature-teaching and through his text-book on this subject. The course is at present in conduct, and Prof. Dearness has the practical direction of it. The attendance is satisfactory, considering that this is the initial year. Messrs. Harlow, Benoit, and Shaw act as associates with Prof. Dearness in the science teaching; Mr. Matthews is conducting classes in various forms of manual-training; and an instructor in physical exercises, provided by the Militia Department, is giving instruction with a view to qualifying candidates for the new military "B" certificate. In addition to work in the rural science department, Mr. Benoit is conducting the training-course in language methods for bilingual teachers in Acadian schools. It is due to Mr. Benoit and Mr. Harlow to remark that their summer holidays are considerably

curtailed by the demands made upon them by the bilingual and rural-science courses.

During the year, two very interesting school-excursions were made, one to the iron-mines and the blast-furnaces at Londonderry, and one to Wolfville and the historic ground at Grand Pré. Several lectures on science and art, illustrated by lantern slides, were given during the winter months by members of the staff. Two public readings by Mr. and Mrs. Southwick, distinguished Shakespeare interpreters, were provided to the students at small cost, and several evenings of a social character were spent by students and faculty in the Assembly Hall.

It is noteworthy that the number of young men offering as candidates for license in mechanic science continues to be very small. The fact that this year there happened to be no candidates for license in household science is of less importance, as the supply of teachers in that department is a little in excess of the demand.

I have the honor to be, sir,

Very respectfully yours,

DAVID SOLOAN, *Principal,*

Provincial Normal School.

Truro, N. S., July 31st, 1908.

LIST OF STUDENTS, 1907-08, WITH DIPLOMA AWARDS.

AWARDED ACADEMIC DIPLOMA, THOSE MARKED WITH ASTERISKS (*) AFTER ONE YEAR OF SUCCESSFUL TEACHING.

James Boyle, B. A.	Afton	Antigonish
Robie W. Ford, B. A.	Wolfville	Kings
*Letha S. Allen	Salem	Yarmouth
*Alice P. DeWolfe, B. A.	Bedford	Halifax
*Thomas M. Hibbert	Berwick	Kings
*A. Mary Rudolf	Lunenburg	Lunenburg
*Sadie M. Schurman	Truro	Colchester

AWARDED FIRST RANK.

Mary H. Baltzer	Liverpool	Queens
Margaret A. Bannerman	Barney's River	Pictou
Flora A. Best	Bass River	Colchester
Theresa Boutilier	Sydney Mines	Cape Breton
Margaret L. Boutilier	Halifax	Halifax
Annie B. T. Boyle	Church Street	Kings

Irene Brownell	Northport	Cumberland
Emma W. Chipman	Tupperville	Annapolis
Alice J. Cole	Little River	Halifax
Alice B. Crowell	Port La Tour	Shelburne
Elsie E. Dechman	Elmsvale	Halifax
Minnie C. Elliott	Springhill	Cumberland
Percival W. Farnsworth	Granville Ferry	Annapolis
Nina E Faulkner	Noel	Hants
Emily M. Fraser	Glengarry	Pictou
Winnie L. Freeman	Greenfield	Queens
Nettie T. Freeman	Greenfield	Queens
Georgia B. Frost	Yarmouth	Yarmouth
Beatrice O. Fulton	Bass River	Colchester
James J. Gillis	Dunvegan	Inverness
Eva E. Graves	Bridgetown	Annapolis
Bertha L. Greenwell	Sydney Mines	Cape Breton
Grace L. Griffin	Coldbrook	Kings
Jessie A. Gunn	River John	Pictou
Alice H. Hallett	Brookside	Colchester
Essie C. Harvey	Stoughton	Massachusetts
Albert C. Hayford	Westport	Digby
Bessie C. Hebb	Lunenburg	Lunenburg
Alice D. Hill	Onslow Station	Colchester
Mary C. Hiltz	Dartmouth	Halifax
Edwin S. Leonard	Paradise	Annapolis
Etta M. Letson	Port Medway	Queens
Florence O. Lewis	Central Onslow	Colchester
Lena L. Lewis	Burncoat	Hants
Grace E. Lockward	Clementsport	Annapolis
Annie M. Longley	Paradise	Annapolis
Mary E. Loughead	Clifton	Hants
Andrew K. Moore	Shubenacadie	Hants
Jane E. Macdonald	Grand Bank	Newfoundland
Luella B. Mackay	Pleasant Valley	Pictou
Amelia A. Mackenzie	Malagash	Cumberland
Gretha L. MacLeod	Halifax	Halifax
Jennie E. MacNeil	North Sydney	Cape Breton
Bessie E. MacNutt	Bible Hill	Colchester
Bertha J. O'Brien	Springhill	Cumberland
Eva C. Outhouse	Freeport	Digby
Pearl Purdy	Westchester Station	Cumberland
Eva E. Rafuse	Lunenburg	Lunenburg
Winnie M. Ritcey	Riverport	Lunenburg
Lily M. Rose	River Denis	Richmond
Maggie M. Morrison	Noel Shore	Hants
Lottie L. Sproule	East Leicester	Cumberland
Lily S. Seely	Halifax	Halifax
Ellen A. Rudolf	Lunenburg	Lunenburg
Lillian M. Thompson	Bridgetown	Annapolis
Walton K. Tibert	Little River	Digby
Mabel R. Walker	Kingston	Kings
Lulu Dora Wallace	West Gore	Hants
Minnie B. Wentzell	Bridgewater	Lunenburg

Lola M Woodward	Upper Granville	Annapolis
Jessie N. Wright	Truro	Colchester
Sarah P. W. Wylde	Port Medway	Queens
Margaret W. Wynacht	Lunenburg	Lunenburg
Harold C. Woodbury	Kingston	Kings
Estey May Ogilvie	Little River	Halifax

TO BE AWARDED FIRST RANK AFTER ONE YEAR'S SUCCESSFUL TEACHING, IN THE MEANTIME AWARDED SECOND RANK.

Karl Kenneth Blackadar	Hebron	Yarmouth
Clara Wilkes Cox	Truro	Colchester
Margaret Browne	Westchester	Cumberland
Lillian B. Cann	Sydney Mines	Cape Breton
Vera Lyle Churchill	Yarmouth	Yarmouth
Elizabeth Clarke	Salmon River	Colchester
Laura May Hatt	Liverpool	Queens
Eva Belle Hennessey	Port Hawkesbury	Inverness
Annie Olive Simpson	Sydney Mines	Cape Breton
Anna Delila Sproule	Canso	Guysboro
Bessie J. Tucker	Maitland	Hants
Annie E. Schurman	Bass River	Colchester
Laurence Lee Titus	Westport	Digby
Mabel Irene English	Truro	Colchester

AWARDED SECOND RANK DIPLOMA.

Addie F. Beckwith	Bass River	Colchester
Lily Christina Greig	Halifax	Halifax
Jas. D. Gillis	Scottsville	Inverness
Olla May Lindsay	Lower Stewiacke	Colchester
Gladys E. Seaman	Yarmouth	Yarmouth
Josephine P. Barclay	Jordan Falls	Shelburne
Harriet M. Boyle	Chipman Corner	Kings
Martha Jane Hennessey	Port Hawkesbury	Inverness
Lena M. Callaghan	Upper Economy	Colchester
Marie Aimee Comeau	Comeauville	Digby
Cassie E. Corkum	Conquerall Bank	Lunenburg
Charlotte S. Currie	Rockdale	Richmond
Joseph P. Doucette	Church Point	Digby
Mary E. Dart	Alton	Colchester
Helen G. Dowell	Boston	Massachusetts
Florence E. Ernst	Mahone Bay	Lunenburg
Magdalen M Fife	Sydney Mines	Cape Breton
Edith M. Foote	Grafton	Kings
Christina Grant	Lower Stewiacke	Colchester
Mabelle Hamilton	Lower Onslow	Colchester
Jennie L. Hebb	Bridgewater	Lunenburg
Marion Evelyn Kelly	East Stewiacke	Colchester
Hilda B. Langille	Oliver	Colchester
Edith C. Langille	Minto	Pictou
Margaret D. Macdonald	Piedmont	Pictou
Margaret McIsaac	Glace Bay	Cape Breton

Tina Maclean	Sydney Mines	Cape Breton
Lalia A. Mauzar	Bridgewater	Lunenburg
Ida M. Marryatt	Halifax	Halifax
Jephtha S. Munro	Belle Cote	Inverness
Annie J Mullins	Monk's Head	Antigonish
Jeanette A. Myers	Oyster Pond	Halifax
Beulah Benton Ross	Stoney Island	Shelburne
Mary C. Saulnier	Meteghan	Digby
Florence E. Simpson	Tupperville	Annapolis
M. Maude Swaine	Cape Negro	Shelburne
Addie D. Taylor	Hectanooga	Digby
Mary E. Thimot	Little Brook	Digby
Janie Underwood	Windsor	Hants
Gertrude M. Walls	Lockeport	Shelburne
Grace A. Ridley	Yarmouth	Yarmouth
Rose D. Surette	Eel Brook	Yarmouth

TO BE AWARDED SECOND RANK AFTER ONE YEAR'S SUCCESSFUL TEACHING; IN THE MEANTIME AWARDED THIRD RANK.

Mary Anita Bourque	Eel Brook	Yarmouth
Medora M. Carter	Brookfield	Colchester
Charlotte M. Devereux	St. Peter's	Richmond
Laura W. Foster	Port Lorne	Annapolis
Queenie S. Palmer	Windsor Forks	Hants
Annie E. Sampson	River Bourgeois	Richmond
Maie A. Smith	Musquodoboit Harbor	Halifax
Susan H Smith	Hunt's Point	Queens
Mary Monique Thibault	Church Point	Digby
Carletta E. Whidden	Brookfield	Colchester
Cora E. Woodworth	Canning	Kings

AWARDED THIRD RANK.

Lennie M. Snow	Sandy Cove	Digby
Hattie Evelyn Lacy	Hebb's Cross	Lunenburg
Sarah Ellen Reid	Brule Shore	Colchester
Cecilia Margaret Boyle	West Arichat	Richmond
Mary Campbell	Cloverville	Antigonish
Cassie Chisholm	Long Point	Inverness
Margaret Ann Coady	Sydney	Cape Breton
Mary Ellen Coady	Sydney	Cape Breton
Georgina Mary Crouse	Lapland	Lunenburg
Emma B. Julien	Grand Desert	Halifax
Ona Martin Jameson	Steep Creek	Guysboro
Mary Ann MacDonald	Arisaig	Pictou
Mary Jessie MacDonald	Middle Cape	Cape Breton
Mary Ann MacLeod	Dunvegan	Inverness
Hilda Mary Meisner	Cherryfield	Lunenburg
Blanche Myrtle Myra	East Dover	Halifax
Frances Isabell Schwartz	Shubenacadie	Hants
Laura May Wessell	Baker's Settlement	Lunenburg
Emily Robichaud	Cape St. Mary	Digby

AWARDED LICENSE IN MECHANIC SCIENCE.

George W. Lee Blackadar	Hebron	Yarmouth
William Edmund Tomes	Truro	Colchester
Dexter Scott McCurdy	Truro	Colchester

AWARDED SPECIAL DIPLOMA IN KINDERGARTEN.

Clara Wilkes Cox	Truro	Colchester
Gladys E. Seaman	Yarmouth	Yarmouth
Lily Stathan Seeley	Halifax	Halifax

STUDENTS OF THE SUMMER SCHOOL OF RURAL SCIENCE AT TRURO, 1908.

Muriel Amiro	Lower Pubnico	Yarmouth
Eva Amiro	Lower Pubnico	Yarmouth
William E. Banks	Bear River	Digby
Ethel Bower	Shelburne	Shelburne
Harriet S. Bruce	Glace Bay	Cape Breton
A. A. Bruce	Truro	Colchester
H. B. Burgess	SheffieldMills	Kings
Nellie B. Crossly	Cheverie	Hants
Carrie Drysdale	Tatamagouche	Colchester
Nettie Drysdale	Tatamagouche	Colchester
Annie Daigle	East Margaree	Inverness
Evelyn Foley	Truro	Colchester
F. A. Jewett	Kingston	N. Brunswick
Leo J. LeBlanc	Margaree Forks	Inverness
G. MacKenzie	Truro	Colchester
Laura Marchant	Lakeville	Kings
Jessie McWilliam	Onslow	Colchester
Ruth McCnrdy	Clifton	Colchester
Dora MacGill	Middleton	Annapolis
Edith Morgan	Truro	Colchester
Annie Nelson	Truro	Colchester
Gwendolyn Parker	Truro	Colchester
Elsie Porter	Truro	Colchester
Florence Roach	Wellington	Yarmouth
Georgie Stevens	Truro	Colchester
William C. Stapleton	Brooklyn Corner	Kings
Miles N. Tompkins	Margaree	Inverness
May Wallace	Shubenacadie	Hants

STUDENTS OF THE SUMMER COURSE IN LANGUAGE METHODS FOR ACADIAN TEACHERS.

Muriel Amiro	Lower Pubnico	Yarmouth
Eva Amiro	Lower Pubnico	Yarmouth
Annie Daigle	East Margaree	Inverness
Leo J. LeBlanc	Margaree Forks	Inverness

ADVANCEMENT OF GRADUATES OF FORMER YEARS.

FROM FIRST RANK TO ACADEMIC.

Peter Innes Swanson, B. A.	Kentville	Kings
Lizzie Smith	Liverpool	Queens
Malcolm K. Harding	Osborne	Shelburne
Daniel S. Brennan	Springhill	Cumberland
Herbert Parker	Gwynne	Alberta
Oscar MacNutt Martin	Barrington Passage	Shelburne
Martha Ashmore Creelman	Truro	Colchester
Bernard J. MacDaniel, B. A.	Reserve Mines	Cape Breton
Howard Dayne Brunt, B. A.	Halifax	Halifax
Florence Mary Keating	Halifax	Halifax
Jane Evangeline Cleland	Yarmouth	Yarmouth
Florence Beatrice Hall	Yarmouth	Yarmouth
Mary Emily Spinney	Yarmouth	Yarmouth

FROM SECOND RANK TO FIRST RANK.

Kate Freeman Richardson	Liverpool	Queens
Delila Pearl Curry	Glace Bay	Cape Breton
Hattie Kilpatrick	Sydney Mines	Cape Breton
Bessie Helena Platt	Yarmouth	Yarmouth
Apha Maie Wood	Woodville	Kings
Jean E. Whitman	Granville Ferry	Annapolis
Edith Tupper	Sheet Harbor	Halifax
Louella Thompson	Elmsdale	Hants
Eva Alma Smith	Amherst	Cumberland
Agnes Knight Saunders	Halifax	Halifax
Margaret Faye Rutherford	Upper Stewiacke	Colchester
Arthur R. Patton	Annapolis	Annapolis
Hannah G. MacCulloch	Noel Shore	Hants
Ethel Maud Illsley	Woodside	Kings
Georgia Hall	Springhill	Cumberland
Ada M. Fulmore	Walton	Hants
Adelia Mary Clark	Pugwash	Cumberland

FROM THIRD RANK TO SECOND.

Jessie Weatherhead	East Rawdon	Hants
Mildred L. Shaw	Scott's Bay	Kings
Mary Grant Pearson	South Port Morien	Cape Breton
Henrietta E. Jackson	Sampsonville, St. Peter's,	Cape Breton
Marie Antoinette Belliveau	Church Point	Digby

II.—TECHNICAL EDUCATION.

FREDERIC H. SEXTON, S. B., *Director of Technical Education, and Principal of the Nova Scotia Technical College.*

A. H. MACKAY, ESQ., LL. D., F. R. S. C.,
Superintendent of Education, Halifax, N. S.

SIR,—I have the honor to submit to you a report of the Department of Technical Education for the year August 1st, 1907, to October 1st, 1908.

Plans of the college were prepared by Mr. H. E. Gates, architect, during the closing months of 1907. The space accommodation for students was calculated specifically to provide for the maximum number that would probably attend in the next twenty-five years. After due consideration it was decided to remove the Provincial Science Library and the Provincial Museum from the government building on the corner of Hollis and Cheapside Streets, where they are situated at present, into the new Technical College. There were three reasons for this :—

1. The Government is badly cramped at present in the Provincial Building and sorely needs more room for administrative offices.

2. The Provincial Library contains a large number of scientific works and periodicals which will be a valuable nucleus for the library of the Technical College.

3. The geological collection of the Provincial Museum will be needed for instruction purposes in the engineering courses of the college.

The plans of the college when completed were submitted to one of the most prominent architects in Canada for criticism and received his approval with only a few minor alterations in the details.

Tenders were called for in February, 1908, but were considered excessive. Fundamental changes were made in the plans and new tenders were called for. This time, Falconer & McDonald, of Sydney, were the successful bidders and the contract was awarded to them. They broke ground on the 9th of May and have since rapidly pushed the building toward completion. A cut of the building taken in December, 1908, is shown in this report.

As will be seen by the illustration, the building is simple, elegant and dignified, and in harmony with the purpose to which it is to be dedicated. This building has a frontage of 150 feet on Spring Garden Road, a depth of 48 feet, with two wings 40x55 feet. It will contain the main recitation rooms, and all laboratories, such as

TECHNICAL COLLEGE, AS CAUGHT BY WINTER IN COURSE OF CONSTRUCTION,
Halifax, Nova Scotia, 1908.

the chemical, physical, heat and assaying laboratories, which do not require the operation of any ponderous machinery.

Considering the exterior of the building; the central feature, including the entrance, Tuscan columns, panels, cornice and capping, will consist entirely of gray freestone. The rest of the building will be of Nova Scotia red pressed brick, with freestone basement wall, and trimmings. On the panels between the windows will be inscribed the names of men famous in science.

The basement of the building will contain the gymnasium, locker and toilet rooms, boiler and fan rooms, metallography laboratory, balance room, assaying laboratory, repair shop and storeroom. On the first floor will be the mechanical and heat laboratory, electrical research laboratory, two lecture rooms, electrical mesurements laboratory, mining engineering lecture room, geological laboratory, two large rooms for the Provincial Museum, and offices for the Director of Technical Education, Board of Governors, Stenographer, and Curator of Museum.

The second floor is given up to the Assembly Hall, the Provincial Science Library, reading room, drafting room, mechanical lecture room, civil engineering lecture room, chemical and chemical research laboratory, and offices for the staff.

The engineering laboratories, such as the mining, metallurgical, electrical, mechanical, hydraulic and strength of materials laboratories, will be placed in two buildings in the rear of the main building. These engineering laboratories will be of the factory, or mill type of construction, with walls of reinforced concrete, and light steel roof trusses. This allows all the heavy machinery to be placed directly on the ground, and removes vibration from the main building.

In one of these buildings will be coal and metal mining and metallurgical laboratories, and the other will contain machinery and apparatus for mechanical engineering, electrical engineering, hydraulics and strength of materials. In most laboratories in the United States, one finds complete equipment for teaching metal mining, but coal mining is neglected. Since the latter is Nova Scotia's greatest industry, it is intended to provide adequate facilities to carry on laboratory instruction and research in operations connected with coal mining and washing, as well as installing machinery to illustrate the various phases of metal mining and ore dressing.

The Technical College, will, when opened, offer courses in civil, mining, electrical and mechanical engineering. There will also be

provided a number of short courses adapted to the needs of men who have not had all the necessary preliminary education to fully matriculate into the college and who cannot leave their occupation for a period long enough to take a full college course, but who wish special theoretical knowledge of a higher grade or different nature from that given in the coal mining or engineering schools throughout the Province. Research problems of such a nature as are vital to the industrial progress of the Province will be carried out in the various departments, and under the supervision and co-operation of a committee of professors appointed for this purpose.

The corner stone of the edifice was laid on August 20th, 1908. It was an impressive ceremony, performed by Lieut.-Gov. D. C. Fraser, and was preceded by a beautiful prayer offered by Archbishop E. J. McCarthy. The following gentlemen made addresses on that occasion: Principal R. A. Falconer, University of Toronto; Hon. G. H. Murray, Premier of Nova Scotia; Principal David Allison, Mount Allison University; Principal W. B. Hutchinson, Acadia University; Dr. A. H. MacKay, Supt. of Education of Nova Scotia; Dr. E. Mackay, Dalhousie University; and Principal F. H. Sexton, Nova Scotia Technical College. Some of the remarks were of such general significance that they are quoted here:

PRINCIPAL R. A. FALCONER:

"It is of immense importance that in a Province of this kind, there should be a large number of qualified men in mining, civil, electrical, and mechanical engineering. I regard it also as a matter of supreme importance that technical education and industrial education are so united as they are here. They are as naturally united as I believe they will be mutually beneficially united. With regard to the technical education, so called, of the schools outside, we cannot help but feel that the fact that that education will be under the oversight of the principal and staff of this college, highly educated as they are, will have a most excellent effect upon the development of our industrial education. These men will have their eyes on all parts of the civilized world, watching for what new methods there may be, seeing what new applications of science there may be, whatever industrial possibilities, especially as they are found in this Province.

"I cannot help feeling that there will be a very excellent reaction on the college itself by this connection with the technical schools. If there is any charge against the academic teacher, it is that he is apt to forget that there is a practical side to affairs. The principal and staff of this college will realize that there is a practical side to this education towards which they must to a certain extent direct their efforts. For these reasons, I believe that this

combination is exceedingly happy and inaugurates a particularly prosperous movement in the Province.

"I congratulate you also, because in this Province, small as it is compared with some other Provinces, and perhaps not yet as wealthy—of course not yet as wealthy—you are freed from having a large number of small colleges attempting to do work of this kind which they simply cannot do. You may know, any of you who have looked into the question, that by far the most expensive part of a large university is that connected with the faculty of applied science. There seems to be no end to the outlay, year after year, that is required simply to keep pace with the industrial development of to-day, and it would be impossible for any of our smaller colleges or universities in this Province to keep up with it. It would not be fair to the youth of this Province to ask them to go to such colleges and get this education, when they could go elsewhere. Therefore, I congratulate you that the Government is taking this burden off the other educational institutions and is giving the promise of a thoroughly equipped, up-to-date course. I may say, if you do not think I am impertinent to the Premier, that this is only the beginning, that you will probably have to go to the Premier again and again for money. This is a trifle, Mr. Premier, they will have to come to you again and again. It is only the beginning—that is, if it is worth beginning, they must come again and again. As the years pass there must be extension, and I am perfectly certain, as a citizen of the Dominion, I am perfectly confident that the people of this Province will stand behind him when they see he is giving them an institution of which they can be proud. They want that for their children, and I believe through the length and breadth of the land there will be a response.

"I know that in Toronto there is no department of the college that appeals so much to the average man as the faculty of applied science. It will be the same here. I hope you are going to grow, that the Government will be liberal, and that you will grow just as fast as you can.

"Let me say this, that I hope that this school, combining as it does the higher education for the professional men and the oversight of the industrial education through the Province, is to be an augury and a promise of the future in this Province, when the skilled director in the professions will see that he must work hand in hand with the skilled labourer, and the skilled labourer will see that he must work hand in hand with the skilled director, and each doing his own part will, by their mutual co-operation, bring to pass not only a very much higher type of work, a very much wider development, but also engender a spirit through our people at large which will conduce to the abiding happiness of our people."

DR. EBEN MACKAY:

"The laying of this corner-stone marks a station in the development of the system of public school education in Nova Scotia, the object of which, as I understand it, is to place within the reach of every young man or boy in Nova Scotia who wishes to enter an industrial occupation, the privilege and power of becoming acquainted with the theoretical knowledge which underlies the occupation which he has chosen, without which he cannot be a competent workman or engineer, and without which the Province of Nova Scotia cannot expect to take its place and compete successfully with outside countries in industrial occupations. That is, I take it, the aim of the policy which Premier Murray has inaugurated.

"It may, perhaps, be proper to say a word or two with regard to the names of the pioneer promoters of technical education in this city.

"About thirty years ago, there was founded the Technological Institute. It was a private enterprise. It had as its object—its united objects—a technical college and technical schools throughout the Province. It was a large contract. It required great enthusiasm to attack such a problem on private means. The promoters were the late Drs. Herbert A. Bayne and J. J. MacKenzie, who had just returned from a three years' course in Germany, filled with the enthusiasm of youth and the spirit of progress, together with Professor Lawson, their original inspirer in the University of Dalhousie. He was the president, and Dr. Honeyman was secretary and treasurer. On the staff, besides those alreeady mentioned, were Dr. Poole, Mr. Keating—at that time the city engineer—the late Dr. Gilpin, Forshaw Day, George T. Smithers, Andrew Dewar, R. G. Fraser, Professors DeMill and Liechti, Dr. Somers, Mr. Rutherford, our present Supervisor McKay, Mr. Emil Vosnack and Professor MacGregor, and others. This institution had not the resources of an enlightened Government to draw upon, and in consequence it did not last very long, but you can well imagine how delighted its promoters would have been could they have been with us to-day.

"In giving the list of honoured names of those who promoted technical education in its pioneer days, special mention should be made of Professor MacGregor. Just about twenty-five years ago, in a series of addresses and pamphlets, he issued to the people of Nova Scotia by all odds the most vigorous and telling appeal on behalf of technical education in this province, that has ever been issued to them. The time was not ripe, however."

PRINCIPAL W. B. HUTCHINSON:

"It gives me very great pleasure to be here to-day as representing one of our colleges, to extend my congratulations and express

my interest. I can most sincerely say to you that we have a very great interest in the work of this Technical College and in its success, and we fully expect that in the coming years, large numbers of young men will come from our institution to complete their technical training here.

"Great work must be done not only with brains, but with hands as well. That is true of the work of the artist, of the musician, the work of the engineer and of the surgeon, and in all the various professions it is not simply with brains, but with brains and hands that the work must be done, for a well-trained mind, but ill-trained hands cannot accomplish the largest and best results, just as hands that may be trained in skill, but lack the brain back of them, cannot achieve the best results. And so the work of the brain and the work of the hands must always go together. There was a time, no doubt, when it was thought that the training of the mind was all, and that when that was done the hands would in some way accomplish the work. I believe we are learning wisdom. Not only must the mind be developed and trained, but the hands, too, must learn how to do the work which is to achieve success."

PRINCIPAL DAVID ALLISON:

"To the support of the college which I represent, Nova Scotia has contributed as largely, if not more largely than New Brunswick itself. Nova Scotia is represented on our governing Board by a large number of representatives, three or four of whom are among the most prominent and influential citizens of this beautiful city of Halifax. So, though we cannot identify ourselves with this movement in just the same way as Acadia, Kings, St. Francis Xavier, and Dalhousie—there are other obligations and other connections which must be considered—it so happens in this case that there is not the slightest difficulty in entering into this movement heartily. For a number of years we have had an affiliation with McGill University in Applied Science. We undertake to give the first two years. Our operation under this scheme of affiliation has been a success. We cannot, of course, sever our connection with McGill, but what the members of our Board instruct me to say is that we will encourage Nova Scotians to come here, to give Nova Scotia the preference.

"I hope that this thing will succeed. I know it will succeed, and I know there is no Province in the Dominion, except, perhaps, Northern Ontario and British Columbia, that has so deep an interest in the development of scientific education as has Nova Scotia. At the same time, I hope Nova Scotia will never give up its old traditional function of raising men. Engineers are well, the development of industrial activities is good, but it is better still to

have the boast that Nova Scotia has, that it has out-stripped every other province in the Dominion of equal area and population, in training men for the public service."

PRINCIPAL C. J. BOULDEN, OF KINGS:

"We who are entrusted with the education of youth have to remember two things, that we have first of all to make the scholar. But we must not end there. I know nothing more useless in this world than a man who is a scholar and who is nothing else. We have to get the man to adapt himself usefully to his surroundings and to prove himself not only the profound and good student, but the man who is able to help others and to become a valuable citizen of Canada.

"In a young country what we look for is not only the man who thinks, but the man who can work, can organize, and men who have their training at such a college as this will be able to take the forces of nature and make them useful to the whole community.

"I think it is a very happy idea, this combination of the old institutions and the new. We who are somewhat old (and I believe the idea is that I am over one hundred and twenty years), do not like to be absorbed in any institution whatever. We like to keep to the old English motto, 'What we have we'll hold,' but we are delighted to have co-operation, and as a representative of Kings, I say decidedly that Kings will co-operate in the fullest and largest measure with this institution in the work which it is to carry on."

Under the present arrangement the Nova Scotia Technical College will carry on the professional work of the last two years in the standard four-year courses in mining, mechanical, electrical and civil engineering. The Technical College is closely affiliated with the other Nova Scotia colleges of Kings, Dalhousie, Acadia and St. Francis Xavier, and Mt. Allison of New Brunswick. By the terms of affiliation these other colleges will insist on a uniform matriculation requirement, and a uniform first two years' engineering course. By this agreement the colleges established will give the general training in mathematics, physics, chemistry, English, foreign language, shopwork, drawing, etc., which constitute the basis for any engineering course, and leave the professional finishing two years' course to the Technical College. This is an admirable agreement on both sides, because the old colleges can do this work without much extra equipment or staff over what they have at present, except perhaps in shopwork and surveying. The Technical College can apply itself to the special engineering instruction without carrying on general courses, and thus duplicating educational facilities, in which there is far too much duplication at present in the Maritime Provinces.

On June 15, 1908, the governing board of the Technical College, consisting of a representative from each of the affiliated colleges, and the Director of Technical Education, met and agreed upon the following matriculation requirements and uniform first two years' course. The members of the governing board as appointed by the Council of Public Instruction were as follows:—Principal E. J. Boulden, King's University; Dr. E. MacKay, Dalhousie University; Dr. W. W. Andrews, Mt. Allison University; Prof. F. R. Haley, Acadia University; Principal McPherson, St. Francis Xavier's University; Principal F. H. Sexton, Nova Scotia Technical College.

The matriculation requirements for the Engineering Courses are given below:

1. *Arithmetic and Algebra*—Arithmetic. Algebra as in Hall & Knight's Elementary Algebra, excepting chapter 41.
2. *Geometry and Trigonometry*—Geometry: Euclid, Books I to VI, inclusive. Trigonometry: As in Murray's Plane Trigonometry, chaps. I to VIII, or equivalent; or Practical Mathematics as in Grade XI.
3. *English*—As in Grade XI or equivalent.
4. *French or German*—As in Grade XI or equivalent.
5. *History*—As in Grade XI, or English and Canadian History.
6. One of the following—(*a*) *Latin*, as in Grade XI or equivalent. (*b*) *Greek*, as in Grade XI or equivalent. (*c*) Additional work equivalent to that required for Grade XII in the language chosen as *Subject 4*. (*d*) *Mechanical Drawing*: Projection of points, lines, plane figures, and simple solids; dimension sketches of simple machine parts; lettering and dimensioning or drawing neatly and accurately done.

The first two years' course is outlined below as proposed by the Governing Board, and adopted by the Council of Public Instruction:

FIRST AND SECOND YEAR COURSES IN ENGINEERING.

1.	MATHEMATICS (*First and Second Years*):—	
	1. *Algebra*—Higher Algebra, including graphs	72 hours
	2. *Trigonometry*—As in Murray's Plane Trigonometry	18 hours
	3. *Solid Geometry*	24 hours
	4. *Analytical Geometry*	60 hours
	5. *Calculus*—Differential and Integral	90 hours
2.	CHEMISTRY (*First Year*):—	
	1. *General Chemistry*—Lectures	72 hours
	2. *General Chemistry*—Laboratory	90 hours
3.	ENGLISH	72 hours
4.	FRENCH or GERMAN—One-third of time to be devoted to Technical Literature	72 hours
5.	DRAWING—*Mechanical and Freehand*	192 hours
6.	WORKSHOP	144 hours

Second Year.

2. PHYSICS—Including *Mechanics, Electricity, Light and Sound*:
   1. Lectures and Recitations ..... 96 hours
   2. Laboratory ..... 72 hours
3. CHEMISTRY—*Qualitative Analysis*:
   1. Lectures ..... 24 hours
   2. Laboratory ..... 96 hours
4. SURVEYING:
   1. Lectures ..... 24 hours
   2. Field and Laboratory Work ..... 48 hours
   3. Engineering Field-work (Camp) for three weeks of eight hours per day in *First* and *Second Years* ..... 144 hours
5. SHOP WORK ..... 96 hours
6. ENGLISH—*Literature and Composition* ..... 48 hours
7. Either (*a*), (*b*), or (*c*), in addition, according to the course:
   (*a*) For CIVIL ENGINEERING:
      1. *Descriptive Geometry*—Lectures, Recitation and Drawing ..... 72 hours
      2. *Geology*—Lectures ..... 48 hours
      3. *Geology*—Laboratory Work and Field Excursion.... 48 hours
   (*b*) For MINING ENGINEERING:
      1. *Geology*—General Geology as in (*a*) ..... 96 hours
      2. *Mineralogy*—Recitation and Laboratory ..... 72 hours
   (*c*) For MECHANICAL AND ELECTRICAL ENGINEERING:
      1. *Descriptive Geometry*—Lectures, Recitation and Drawing ..... 72 hours
      2. *Machine Drawing and Design*—Drawing..... 72 hours

It is expected that the building will be fully completed by the first of June, 1909, and that classes will be opened in September of that year. It is planned to construct two buildings of factory type with brick walls and steel roof truss for the laboratories which contain the ponderous machinery. One of these buildings will be of good size, and will contain the central heating plant, the power and lighting plant, machine shops, mechanical engineering and electrical engineering laboratories, strength of materials laboratory and hydraulic laboratory. The other building will be considerably smaller and will be built on a sloping site. This will contain the machinery and furnaces for metallurgical and mining laboratories. These two buildings should be constructed and equipped during the summer of 1909, so that they should be ready for operation when the courses in the college open.

SECONDARY TECHNICAL SCHOOLS.

Most of the time and attention of the department up to date has been given to the secondary technical schools. At present these are all evening schools and consist really of three types—evening technical schools, coal mining schools and engineering schools. The last two types were already in existence and under the direction of the Department of Public Works and Mines until the Department of Technical Education was established, when all these schools were transferred to the latter. The coal mining and engineering

schools may be considered more or less together, because they are confined to the colliery districts. The evening technical schools are altogether a new departure, confined to the manufacturing centres, and were inaugurated wholly by this department.

Coal Mining Schools.

Outside of agriculture, coal mining is by far the most important industry in the province. Anything that would make for the stimulation and safeguarding of the men engaged in the collieries would be a great benefit to the province as a whole. The education of the miners in the science and art of their occupation undoubtedly tends to accomplish the most worthy ends. A wide dissemination of accurate knowledge of the nature of the gases met with in coal mines, of the conditions which lead to explosions, the principles of ventilation, the constitution and proper handling of explosives, and of the other kindred and allied subjects which constitute a good part of the subject of coal mining, cannot but help to prevent those disasters which are becoming all too frequent in the United States. The Government requires that each colliery official shall pass certain examinations in the theory and practice of coal mining, steam engineering, etc. The examinations for the higher positions are difficult and require a considerable range of knowledge. No one would gainsay the fact that it is most desirable to have native-born men for the positions of responsibility. Now the colliery centres are notorious as communities where the boys leave the public schools just as early as they can get the opportunity. After they grow up to see the folly of their act and desire to qualify for a responsible position, they are very badly handicapped by their lack of education. A great majority do not possess enough facility in English composition and in arithmetic to benefit by any technical instruction in coal mining. The correspondence schools offer such a man a chance to educate himself, but not under the most favorable condition . They charge a very large sum for their courses, and usually the man has to study entirely alone, without the stimulus of working with others, or under direct personal contact with a capable teacher. The greatest difficulty in the correspondence method is, however, the result of the method itself. When a small point occurs that is not perfectly understood, the student thinks it is not worth while writing about. Soon the same thing crops up again with others that are dependent upon it, and still he does not write because of the trouble to himself. This is repeated until the subject matter of the course becomes unintelligible, and he drops it altogether. The fault here lies mostly with the student, because the correspondence schools take infinite pains to answer every question sent to them. There are, however, very serious shortcomings from the fundamental fact that these schools

are run primarily from money-making motives rather than on an educational basis, pure and simple. The text books of the first-class correspondence schools are of very high quality for practical instruction, and in the hands of a competent instructor in real class work give far better results than are attained in the straight teaching by mail.

From such considerations as the above it was evident that the evening schools for coal miners should be widely distributed, and the teaching should be of as high a quality as possible. The schools when under the Department of Works and Mine were taught altogether by men who worked in the daytime. It was realized at once that men who had given their best efforts to their regular day work, could not in reason have a very high teaching efficiency in the evening. Therefore, the colliery localities were divided into five districts, one to each coal mining county—Pictou, Cumberland, Inverness, and two in Cape Breton county, the Sydney Mines and Glace Bay districts. In each was appointed the best man available to teach the evening classes in three places in his district two evenings a week. In the daytime his duty was to prepare his lesson for the evening and to hold day classes for men working on night shift. No man was appointed in charge of Inverness county because there was no available appointee of high enough attainment. Here the old method of employing regular colliery officials to teach at night was continued. In other districts where there were more than three localities in which evening classes were held, assistant instructors were appointed from the colliery officials there also.

The instructors under the previous regime used to receive a fixed sum for the work, together with a bonus for every one of his pupils that passed the examinations for qualification as colliery official. This method led to a distinct tendency on the part of the teacher to cram the student for the examinations. This bonusing was done away with when the schools were transferred.

The instruction under the old regime was not of as high an order as is possible under the new system of having competent men devote their whole time to teaching. In the older schools the subjects were only taken up to such a stage that if a man became proficient up to the height of the teaching, he could pass the government examinations for underground manager. Now the examinations for qualifying for manager were exceedingly difficult, and included more branches than for underground manager or overman. Heretofore, the man who aspired for manager must study the most difficult portions of the work by himself. At present he can obtain instruction of the order that will qualify him to take the examination in the coal mining schools, where special classes are held for the more advanced students, and each instructor is required to hold

TECHNICAL DEPARTMENT: COAL MINING SCHOOL,
Glace Bay, Nova Scotia, 1908.

a manager's certificate, and to have had several years' practical experience underground.

A frequent complaint of former teachers was that the students were not well enough grounded in English composition and arithmetic. The teachers would frequently have to spend one-quarter to one-third of the whole year in drilling on the elementary principles before the real work of the class could be taken up. This condition was very discouraging to the ambitious or well-prepared student. This has been entirely obviated by the opening of evening preparatory classes in English composition and arithmetic in every locality where mining classes were held. These were often taught by public school teachers, and the subjects taught in as direct and practical a manner as possible. To secure the proper qualifications for entering the technical coal mining instruction, a regulation was made that no one could go into the regular coal mining classes unless he satisfied the instructor by examination that he (the student) possessed a working knowledge of the ordinary rules of English composition employed in everyday life, and also was proficient in arithmetic through fractions and decimals. The preparatory classes were very largely attended everywhere by those aspiring to enter the higher classes, and by those who felt the limitation of their early education and who wished to improve themselves along the lines offered.

By statute the preparatory and coal mining classes are entirely free, the provincial government paying all expenses. The larger localities realize what a boon these evening schools are, and generously give the use of the public school rooms, and in some cases the light and heat for the same. In some of the smaller communities, however, extortionate amounts for rent and janitor service are demanded.

The staff for 1907-8 was as follows:—

Preparatory.

D. M. MATHESON.....	Glace Bay.
J. R. MACRITCHIE.....	Glace Bay.
B. J. MCDANIEL.....	Reserve.
R. E. THURBER.....	Dominion No. 1.
STILES VANCE	Chignecto Mines.
F. I. LENT.....	Joggins Mines.
F. G. MOREHOUSE.....	Springhill.
J. Y. MCKINNON.....	Inverness.
J. D. MCEACHEN.....	Mabou Mines.
E. B. SMITH.....	Port Hood.
J. W. HENDERSON.....	Stellarton.
P. SWANSON	Thorburn.
A. W. FAULKNER.....	Westville.

COAL MINING.

Instructors.

JOHN MCDONALD ..... Glace Bay, C. B.
R. T. WILTON..... Sydney Mines, C. B.
SYDNEY GREER..... Cumberland Co.
J. G. MACKENZIE..... Pictou Co.

Assistant Instructors.

A. MCEACHERN ..... Reserve.
G. W. TAYLOR..... Dominion No. 1.
JAMES MCCUISH ..... Dominion No. 6.
GEORGE GREENWELL ..... Port Morien.
A. R. MCISAAC..... Inverness.
JOHN YOUNGE ..... Mabou Mines.
JOHN GRAY ..... Port Hood.

COAL MINING SCHOOLS.

CAPE BRETON CO.—There will be a central school at Glace Bay for the men employed at the collieries within the five cent fare limit; coal mining classes will also be offered at Reserve, Dominion No. 1, Dominion No. 6, and Port Morien.

Instruction will be given at Sydney Mines and at Florence (Sydney No. 3).

CUMBERLAND CO.—Schools will be opened at Chignecto Mines, Joggins Mines and Springhill.

INVERNESS CO.—Classes will be held in Inverness, Port Hood and Mabou Mines.

PICTOU CO.—There will be a school in each of the following places—Stellarton, Thorburn, and Westville.

OUTLINE OF COURSES.

The following outline of the several courses will serve to show the way in which the subjects were taken up and the scope of the work:

PREPARATORY CLASSES.

ENGLISH—Neat clear penmanship, words often mispronounced, words often misspelled, spelling and definitions of the terms common in coal mining, short definitions and rules of grammar with illustrations, how to build sentences, how to build the paragraph, the "don'ts" to observe in ordinary writing and speaking, proper forms for modern business letters, illustrations of how not to write a letter, the friendly letter, etc., how to write a letter applying for a job, practice in writing examinations.

MATHEMATICS—Factoring, greatest common divisor, least common multiple, common fractions, decimal fractions, ratio and proportion, averages, square root, cube root, mensuration, trigonometric functions, solution of triangles, simple algebraic processes, solving of simple equations, transposition and substitution in formulae such as those used in theory of ventilation, strength of boilers, discharge from pipes, etc. The general method in the mathematics is to teach the students the mechanical part of each process, and then to illustrate by giving practical problems such as are met with in actual coal mining.

Coal Mining.

Below is appended an outline of the course in coal mining. Elementary students take the subjects; modes of work, ventilation, and surveying, and cover the same topics as the advanced students, but in not nearly as thorough or comprehensive manner. ' The advanced students take these same three subjects as outlined, but but also the geology and mechanics.

MODES OF WORK.

Sinking—Prospecting for coal, boring with percussion or core drills, location of shaft or slope, size of opening for definite output, drilling, shooting, sinking pumps, timbering, relative advantages of slope and shaft. Buckets, skips or cages for sinking, guides and crossheads, scaffolds. Special modes of sinking in soft or wet or running ground, forepoling; iron, masonry or concrete drums with sinking shoe; freezing method, caissons. Surface arrangements, supplies and general precautions in sinking.

Methods of working coal—Laying out pit bottom, size of shaft pillars, direction of main roads. Tools and appliances used underground; picks, shovels, etc.; boring machines, drilling machines, pick machines, disc and chain under-cutting machines, explosives and electric firing, special methods of breaking down coal.

Methods of working—Choice of methods as regulated by the various factors, thickness and inclination of seam, cleet and lype of coal, shape of property, liability to spontaneous combustion, faults, condition of roof and floor, depth of workings, etc.; narrow work, slants, break-throughs, headings, levels, etc.; robbing pillars, driving to coal beyond faults, weighting on face, size of pillars and rooms, bord and pillar modifications, longwall retreating and advancing; illustrations of methods from Nova Scotia collieries and from those abroad; special methods of working highly inclined, contiguous and very thick seams.

Supporting excavations—Effects of thrust and creep; different methods of timbering levels; proper angle to set props; methods of supporting with steel, reinforced concrete, and masonry; spiling in loose ground; spragging of face, timbering of longwall face; drawing of props.

Haulage—Mine cars; rails; curves and grades; resistance to traction; tramming; horse haulage; inclines; back balances; main and tail rope; endless rope; electric locomotives; compressed air locomotives; clips, care of ropes, etc.

Pumping—Siphon; Cornish pump; reciprocating piston and plunger pumps run by steam and compressed air; centrifugal and turbine electric pumps; water-shafts and arrangements for hoisting water; adaptations employed in handling acid and gritty water; water sumps and standages; special precautions in driving towards and tapping bodies of water; wooden masonry and concrete dams; calculations of size of pump, horsepower, etc., to handle given amount of water.

Winding—Head frame, winding pulleys, etc.; tubs, skips and cages; safety attachments; calculation of proper size of rope for certain conditions of winding; methods of capping and splicing of ropes; inspection and care of ropes; keps; landings. Winding engines; calculation of proper size of hoisting engine for definite output; direct acting and second motion engines; compensation by balance rope, flat rope with reel, conical drum and taper rope; cage indicators; steam and lever brakes; detaching hooks.

Surface arrangements—Location of engines, boilers, bankhead, tracks, etc.; picking belts and tables; tipples, screens, pockets, etc.; coal washers.

VENTILATION.

Theory—The physical and chemical properties of the gases commonly met with in mines; chemistry of explosions; explosive limits of mixtures of fire

damp and air, and influence of other gases and coal dust on the same; meteorological instruments used in mines; laws of ventilation; friction of air in mines; formulae; transposition, substitution, and solving of formulae; air splitting, equivalent orifice; manometric efficiency; solving of numerous problems to illustrate the different conditions in ventilating mines.

Practice—Natural ventilation; furnace ventilation; ventilating fans; construction and practical operation of different fans; fan engines and motors; surface arrangement of fan and openings; ventilating workings; doors; regulators; brattice; air crossings; stoppings; air splitting.

Lighting—Illumination of pit bottom; naked lights; forms of safety lamps; use and care of lamps; illuminating oils; locks; relighting devices; firedamp indicators; electric lamps.

Dealing with gas—Outbursts; spontaneous combustion; blown out shots; coal dust; precautions against fires and explosions; brushing gas out of pockets and old workings; sealing off fires; adaptation to method of opening out and working; precautions in approaching old workings; rescue work after an explosion.

SURVEYING.

General—Practical geometry and trigonometry; properties of angles, triangles, and common plane figures; latitudes and departures; logarithms, calculation of areas; astronomical and magnetic meridians; variations of magnetic pole; construction and reading of verniers.

Land Surveying—Surveying with chain alone; construction, adjustment and proper use of surveying instruments; surveying with compass and chain or tape; fast and loose needle methods; determination of true N. and S. line; inaccuracies in the magnetic compass; surveying with the transit; forms of field notes; plotting of notes by protractor and by latitudes and departures; levelling; English and American methods of keeping level notes.

Mining Surveying—Connection of surface with underground surveys; putting on lights; adaptations of instruments and methods for surveying underground.

GEOLOGY.

General—Early history of the earth; gaseous and molten states; process of crust solidifying; cooling; shrinking and mountain building; volcanoes; earthquakes; processes of denudation; glacier action; geological ages of the earth.

Structural—Stratified rocks; outcrop; strike and dip of beds; igneous rocks; monoclinal, anticlinal and synclinal folds; anticlinal domes; synclinal basins; coal beds and mineral veins; rolls; unconformities; normal and reverse faults; dumb faults or washouts; rules for finding continuation of seam beyond faults; cleavage of rock; cleat, lype, and reed of coal.

Theories of the formation of coal; formation of fossils and the common fossils associated with the coal seams; prospecting for coal; determination of dip and strike of seam from three boreholes; effects of faults on coal; characteristics of the carboniferous rocks in Nova Scotia; formation of mineral veins and beds; characteristics of the gold measures in the province; general geological features of Nova Scotia and the general characteristics of the rocks of different ages represented.

MECHANICS.

General—Definitions and illustrations of force, mass, weight, motion, kinetic and potential energy, momentum, equilibrium, centrifugal force, conservation of energy, coefficient of friction. The mechanical powers—levers, the wheel and axle, the screw, pulleys, gears, the inclined plane, etc. Graphic representation of forces and the resolution of forces.

Properties of Steam—Boyle's law relating to gases; unit of heat; sensible and latent heat; radiation, conduction and convection; saturated and superheated steam.

Steam Boilers—Cornish and Lancashire boilers; setting and flue arrangements; different methods of riveting boilers and relative strength of same; faulty methods of seating boilers; boiler fittings; water tube boilers; economical firing of boilers; mechanical stokers; feed-water heaters; steam separators; economizers; purification and softening of feed-water; feed pumps and injectors; operation, care and inspection of boilers; prevention and removal of scale; safeguards against explosions; precautions against foaming, etc.; calculations of heating surface; strength of boilers, proper proportions for safety valve, etc.

Steam Engines—Behavior of steam in cylinder; full stroke engine; valve with lap and lead using steam expansively; slide valve; Corliss valve; variable cut off; condensing engines; tandem and cross-compound engines; flywheels; surface and jet condensers; hoisting engines; locomotives; haulage engines; steam indicator and indicator diagrams; mean effective pressure; calculation of the horse power of engines; calculation of sizes of hoisting engines for different conditions; practical care and operation of steam engines.

Air Compressors—Construction of compressors; behavior of air in cylinder, adiabatic and isothermal compression; free air; single, duplex, tandem and cross compound compressors; stage compression with intercooling; special machines for giving high pressure for underground locomotives; pipe lines; methods of supporting pipe lines in shafts and levels; compressed air haulage; receivers, reheaters, etc.; efficiency of compressed air.

Hydraulics—Fluids; pressure at a point in fluids; fluid pressure on surfaces; hydraulic press and jacks; the siphon; friction of water in pipes; calculations of the discharge through pipes; piston and plunger speed in pumps; calculations of sizes, power, etc., of pumps to handle water under various conditions.

TEXT BOOKS.

The text books recommended were:—For elementary students, Practical Coal Mining, T. H. Cockin; for advanced students, Colliery Manager's Handbook, Caleb Pameley. This latter book had been used by a majority of the old teachers and seemed to be the one most usually employed by the regular acting managers of the collieries for reference.

Engineering Schools.

Closely associated with the coal mining schools in all the colliery centres are the engineering schools. In these latter are taught the modern practice and related scientific principles of elementary mechanical and steam engineering. The courses are especially designed to help those men connected with the mechanical equipment of the collieries and power plants in obtaining a broader and deeper foundation of knowledge that is in direct connection with their daily work. An exceptionally intelligent, alert, careful and observant man is required, for instance, on the hoisting engine especially, when there is life on the rope, when men are in the cage or skip. The government requires that these men, as well as other stationary engineers, should have certificates of competency awarded on passing a successful examination set by the government examining board. These engineering schools, when formerly under the direction of the Department of Public Works and Mines, were taught by men who occupied some responsible position in this line

in the daytime. In each locality the most capable man, both from the point of view of his theoretical knowledge and practical experience, and also from his power as a teacher, was appointed as instructor. The schools seemed to have fulfilled most of the demands upon them satisfactorily, so that this method was continued.

There does not seem to be the same incentive on the part of the men connected with this part of coal mining to acquire a broad knowledge of their vocation. The reason that was generally assigned was that the Government, by special legislation, was still granting extension of certificates of service, which took away a great deal of the value of the certificates granted upon the basis of examination.

There is the same regulation in regard to entrance into these classes as into the coal mining classes. All applicants must show to the instructor in engineering that they possess a working knowledge of ordinary English composition, and must be proficient in arithmetic through decimals and fractions. If deficient in either or both of these two branches, they must attend the preparatory classes which are carried on in each locality, and of which we have made mention previously.

It was found in making the preliminary enquiry that there was a large demand in some of the colliery centres for classes in mechanical drawing and electricity by men in connection with the machine shops and power plants. Accordingly special classes were established in electricity at Sydney Mines and Glace Bay, and in mechanical drawing at Port Hood, Sydney Mines, and Glace Bay.

Classes in engineering were established in the following places:

CAPE BRETON CO.—Glace Bay, Port Morien, Sydney Mines, Sydney No. 3.

CUMBERLAND CO.—Chignecto, Joggins Mines, Springhill.

INVERNESS CO.—Inverness, Mabou Mines, Port Hood.

PICTOU CO.—Stellarton, Thorburn, Westville.

The instructors are given below:—

Engineering.

A. C. MCNEIL.....Glace Bay.
PHILIP E. SMITH.....Port Morien.
A. A. WANLESS, E.E., M.E., (Tor.). Sydney Mines.

J. P. QUIGLEY..... Joggins Mines.
WINFIELD S. MCINNES .... Springhill.
A. ROSS ..... Inverness.
A. MCGILLIVRAY ..... Mabou Mines.
J. A. MCDONALD..... Port Hood.
DAVID REYNOLDS ..... Stellarton.
A. W. MCLEOD..... Westville.
F. H. CARMICHAEL..... Thorburn.

Mechanical Drawing.

G. F. PIPPY..... Glace Bay.
A. A. WANLESS..... Sydney Mines.
E. B. SMITH..... Port Hood.

Electricity.

E. M. ARCHIBALD..... Glace Bay.
V. MCFADDEN ..... Glace Bay.
G. W. MCKENZIE..... Sydney Mines.

An outline of the subjects as they are taken up is given below :—

STEAM ENGINE.

General Information—Weights and measures such as are generally used by steam engineers; methods of finding circumferences and areas of circles and ellipses; methods of determining areas of squares, rectangles, triangles, and irregular shaped figures; methods of calculating volumes of different solid bodies; specific gravity; weights of castings, machine parts, etc.; useful formulæ for engineers; simple algebra to show transposition, substitution, and solving formulæ for pressure on boiler, strength of riveted joints; torsion of shaftings; horse power; strength of beams; discharge through pipes, etc. Power transmission by belting and gears. Properties of steam; relations between pressure, volume and temperature in gases; saturated and superheated steam, specific heats, latent heat; equivalent evaporation from and at 212° F.; expansion of steam; work diagrams; fuels and combustion of fuels; heat and temperature of combustion; physical and chemical changes in combustion.

Steam Engine—The simple slide valve, double ported and piston slide valve; balanced valve; lap and lead, the eccentric, Stephenson link motion; variable cut off; Corliss valves, and valve gears; other expansion valve gears; setting the slide valve and Corliss valve; lining up an engine. The steam indicator; construction and operation of indicator, attachment to cylinder; reducing motions; the indicator diagrams; calculation of I. H. P. from diagram; actual H. P.; efficiency of engine; faulty and inefficient operation of the steam engine as told by the indicator diagrams; condensation of steam in cylinder. Steam jacketing; steam consumption; steam traps. Compound engines—methods of compounding; tandem, cross compound, and triple expansion engines; receivers; combining the indicator diagrams of compound engines. The injector; efficiency; the lifting injector; condensers; jet and surface condensers; construction and care of condensers; quantity of water required for condenser; air pumps for condensers. Feed water heaters; construction, setting, and care of feed water heaters. Governors—regulation of speed of engines by throttling and variable cut off; pendulum governors; shaft governors.

Management and operation of engines—Practical hints and precautions to be employed around the steam engine; emergency repairs in case of breakdowns; engine details of construction; calculations for safety valves.

Hoisting Engines—Special adaptations of the steam engine for hoisting; first, second and third motion engines; construction of cylindrical and conical drums; handbrakes; automatic steam brakes, safety appliances; strength and care of ropes; calculations for determining engine for given conditions of hoisting operations.

Air Compressors—Construction of compressors; single and duplex compressors; multiple stage compressors; intercooling; compound steam and air compressors; receivers; reheaters.

BOILERS.

Types of Boilers—Fire tube boilers; plain cylindrical boilers; Cornish, Lancashire, and Galloway boilers; locomotive boilers; water tube boilers; Babcock and Wilcox, Heine, and Stirling boilers; comparison of fire tube and water tube boilers.

Boiler Construction and Design—Different forms of joints; lap and butt joints; single and double riveted; strength and efficiency of joints; working pressure; details of staying and bracing of boiler shell; materials of construction for boilers; wrought iron; plate, firebox, and rivet steel; physical tests and chemical specifications for boiler steel; practical rules and formulæ for designing riveted joints; design and placing of stays; attaching domes, steam drums and drums; manholes and handholes; construction and fitting of different forms of safety valves; calculations for safety valves; operation and care of safety valves; construction, use and care of steam gauges; gauge cocks; gauge glasses; fusible plugs; bottom and surface blow offs; whistles; steam valves.

Firing of Boilers—General principles of combustion; calorific power of fuels, various fuels used for raising steam; proper methods of hand firing; mechanical stokers; overfeed stokers with inclined or stepped grates; American and Jones types of underfeed stokers; down draught furnaces. Combustion chamber; shape and size of furnace; different forms of grates and grate bars; grate area, heating surface and tube area; natural draft; size and height of chimneys; different construction of chimneys; mechanical draft; construction, installation, and operation of blowing fans; induced draft; introduction of air above and below the grate; formation and prevention of smoke; prevention of heat losses; economizers.

Installation of Boilers—Foundations; fronts; supporting boilers; firebrick linings; walls; flues; general arrangement of boilers in a plant; piping systems; size of steam pipes; expansion joints; pipe coverings; steam separators; steam traps.

Management of Boilers—Filling of boilers; firing up; connecting boilers; feeding single boilers or a battery; care of feed pump; softening or neutralizing feed water; economical management in firing of boilers; priming and foaming; directions to firemen for general care of boilers; deterioration and wear of boilers; internal and external corrosion; effects of overheating; periodical inspection and overhauling of boilers; repairing of fire tube and water tube boilers; incrustation; prevention and removal of boiler scale; causes of boiler explosions and their prevention.

Testing of Boilers—Method of conducting test; sampling, analysis and calorific value of fuel; measurement of water and coal; reduction of performance of boiler to the equivalent evaporation from and at 212° F.; testing quality of steam, rules for conducting boiler trials; forms of reports for boiler tests.

PUMPS.

Hydraulics—Static head; calculation of flow of water through pipes; pressure within a fluid; feeders of water in a mine; the siphon. The Cornish pump; installation of Cornish pump; the plunger and lift pump for pumping by stages with Cornish pump.

Direct Acting Pumps—Single cylinder piston and plunger reciprocating pumps; duplex pumps; outside and inside packing for water cylinders; hollow

plunger pumps; compound and triple expansion condensing station pumps; Worthington high-duty attachment; steam and air as motive powers for pumps; different value actions for direct acting pumps; sinking pumps; differential plunger type; water hammer; air chambers; efficiency and duty; packing and lining; feed water pumps; height of suction lift; practical calculations of size of steam and water ends, etc., of pumps for differing conditions; calculation of displacement, discharge, slip, work, horsepower and efficiency of reciprocating pumps. Installation, piping, etc., of a mine pumping plant; special protection of parts in pumping acid and gritty water.

Centrifugal Pumps—Action of vanes, whirlpool chamber; turbine pumps, driven by direct connected motors; special linings for acid water; advantages of centrifugal pumps; calculations of height of lift; horsepower, velocity, and the efficiency of centrifugal pumps.

Power Pumps—The pulsometers; air lift.

Details of different common types of pumps; water ends; packing; plungers, pistons; valves; air chambers; suction chambers, etc.

Operation and Management of Pumps—Setting up pumps; foundations; piping; priming; starting pumps; common troubles and defects in pumps and how to remedy them.

TEXT BOOKS.

The following text books were recommended:—Either the Educational Works, by N. Hawkins (a list of which is given below), supplemented by illustrative problems from Reed's "Engineer's Handbook," or the volumes of the International Library of Technology, relating to steam engines, boilers and pumps.

Educational Works by N. Hawkins—Aids to Engineers' Examinations; Maxims and Instructions for the Boiler Room; Handbook of Calculations for Engineers; New Catechism of the Steam Engine; Indicator Catechism.

Mechanical Drawing.

No previous knowledge of this subject was required for entrance into this class. The class was made of as much practical value as possible, by introducing familiar objects to use as models, instead of employing model prisms, etc. As little time was spent in teaching the student the use of the inking pen, lettering, etc., as was necessary to give him a fair knowledge, and then practical drawing was entered upon at once. Neatness and accuracy was insisted upon in the work, because the attainment of these qualities is only second to the acquirement of the knowledge of drawing itself. It is the aim of the course to make men capable of reading quickly and accurately the simpler blue prints and sketches with which they have to work every day, and to enable them to make freehand sketches for emergency repairs, etc.

The line of instruction pursued was something as follows:—Weights and kinds of lines; definitions; the twelve most important geometrical problems and their applications; representation of objects by views on co-ordinate planes; plan, section, and elevation; scale drawings; working drawings, plain lettering, inking, and tracing; machine sketching.

ELECTRICITY.

The development of the wide application of electricity for power and lighting has been of comparatively recent date. Many competent steam engineers find electricity introduced in some form into their steam plant and while they can handle the electric machinery perfectly well, are not entirely clear on the fundamental principles, the "reasons why," of the direct and alternating electric current. For such as these, for the young student who is desirous of a good grounding in the first principles of electrical engineering, and for others to whom an elementary knowledge of electricity is a benefit, or necessity, this course was offered.

A brief outline of the course is given below :—

FIRST YEAR.

Fundamental Principles—Effects of an electric current, electro-motive force, electrical units, measurement of currents, Ohm's Law and its applications, branching of circuits, electrical power, electric mains, electric magnets, induction, electrical machines.

Direct Current Dynamos and Motors—Different forms of armatures and exciting systems, types of machines, efficiency, direct current motors, electric railways, controllers, troubles with D. C. motors and their cures.

Electric Haulage—Introduction of mains into underground workings; discussion of precautions to be observed with electricity in gassy coal mines; construction, operation, and performance of electric locomotives; locomotives with cable reels for making up trips.

Electric Pumping—Direct connected electric, centrifugal, and turbine pumps; electric motors applied to power pumps; electric sinking pumps.

SECOND YEAR.

Accumulators—Machines for charging, treatment required, applications of accumulators.

Electric Lighting—Glow lamps, open and enclosed arc lamps.

Alternating Currents—Resolution of forces, parallelogram of forces, representation of electromotive force; current, etc., in alternating current theory; induction, reactance, capacity; wave motion, current strength and voltage of alternating currents, induction effects, transformers, phase difference ,wattmeters, power factor, the working of alternating current machines in parallel.

Alternating current generators and motors, synchronous motors, rotary converters, induction motors.

EVENING TECHNICAL SCHOOLS.

These schools were an entirely new departure for the Government. Dalhousie College and King's College had held separate and joint evening schools in Sydney, Cape Breton, of a practical nature, looking toward the instruction of mechanics in the art and related science of their vocations. King's College outlined a comprehensive scheme whereby their students in engineering should take part

TECHNICAL DEPARTMENT: EVENING CLASS IN MECHANICAL DRAWING (G. R. MARSHALL, M. A., INSTRUCTOR), Halifax, Nova Scotia, 1908.

of their course at Windsor where the university buildings were situated, and then should complete their training at branches of the college situated at Sydney and Glace Bay, in direct touch with the great steel and coal mining industries. They put the scheme into operation, but it failed because of insufficient financial backing. Dalhousie made an organized effort to conduct evening schools in the principal colliery and industrial centres, but it was not altogether successful on account of inadequate financial support.

In an exhaustive preliminary investigation in the manufacturing centres, it was found that the workmen themselves were most anxious to be given an opportunity to learn the scientific principles underlying their trades and to improve their general education, which had usually been of very limited extent. Employers, too, were most anxious that their workmen should be taught mathematics, English, drawing, and other branches closely related to the everyday work of the artisan, so that they might be improved. Employers complained everywhere of the dearth of skilled workmen, especially the all-round mechanic of whom foremen could be made. The workmen lacked to a great extent the capacity of reading drawings accurately and readily, with the consequence that the mechanic was not efficient because he had to spend so much time deciphering the blue-print, and too large a percentage of pieces were spoiled from inaccurately reading the drawing. Manufacturers generally admitted that the productive capacity and the working efficiency of the workmen could be greatly increased if evening schools were established in which the workmen could obtain practical courses especially adapted to their needs. Such a change of affairs would result in much benefit to both employers and employed. The educated mechanics could get higher wages because they would earn more, and there would be engendered a better feeling of responsibility, a greater breadth of outlook, and an increased ambition in the artisan that could not help but do an enormous amount of good for the industries of the province. There was a great deal of enthusiasm encountered concerning the establishment of these schools, because the public schools offered so little in the manner of practical preparation for a boy who had to enter some industrial plant to gain a livelihood.

After much deliberation it was decided that the provincial government would pay half the actual cost of instruction, and furnish the necessary special apparatus needed to carry on the classes if the community in which the school was established would furnish the rooms, heat, light and extra janitor service, and pay the other half of the cost of instruction. Accordingly negotiations were opened with the authorities in Amherst, Halifax, New Glasgow and Sydney, the four chief manufacturing centres, for the establishment of evening technical schools. The authorities willingly

assented to the terms, approved heartily of the scheme, and agreed to establish such classes at once, with the exception of Amherst, which wished the matter deferred a year.

The classes offered in each centre differed according to the dominant industries of the locality, but some fundamental classes like mathematics and mechanical drawing were held at all points.

The management and direction of the local schools was vested in local managing committee acting with the government Director of Technical Education. On the committee were appointed members of the school board, prominent manufacturers, foremen of the shops and representatives from the trades unions. The government appointed the teachers on the recommendation of the Director of Technical Education. Teachers were selected from the men in each locality who held responsible positions in the industries, and who were respected by the men generally for their combination of theoretical knowledge and practical experience. These teachers showed a general spirit of self-sacrifice in giving up their evenings to teach for sums that did not adequately repay them for the time spent in the work. The teachers showed a fine spirit and considerable enthusiasm in trying to teach to the ambitious men attending the classes as much of the special knowledge and experience they had acquired as the time would permit.

Below is given a list of the instructors for 1907-8 :—

Halifax.

Electricity	P. R. COLPITT.
Chemistry	A. C. HARLOW.
Mechanical Drawing	G. R. MARSHALL.
Arithmetic and English	H. S. PATTERSON.
Architectural Drawing	A. F. PELTON.
Practical Mathematics	H. D. BRUNT.
Arithmetic and English	B. GAVIN.
Arithmetic and English	J. D. MCLEOD.
Arithmetic and English	L. A. COREY.

Sydney.

Surveying	D. McD. CAMPBELL, M.A., B.Sc.
Electricity	R. S. DAHL, M.A.
Mechanism	M. B. DICKENSON.
Mechanism	A. W. SINNAMON.
English	H. P. DUCHEMIN, B.A., LL.B.
Practical Mathematics	A. D. JOST.
Mechanical Drawing	PETER MCDONALD, B. Sc.
Machine Drawing	FRANK SMALLWOOD.
Arithmetic	A. W. WOODILL.

New Glasgow.

Electricity .....G. L. DICKSON.
Arithmetic ..... R. ELLIS.
English .....R. ELLIS.
Practical Mathematics F. F. MCLEOD.
Mechanical Drawing ...E. H. MORLEY.
Machine Drawing ..... JOHN S. WATTS.

The Managing Committees for 1907-8 are as follows :—

Halifax.

COMMISSIONER G. A. MCKENZIE.
ALDERMAN P. J. MCMANUS.
COMMISSIONER J. L. CONNOLLY.
COMMISSIONER W. C. MURRAY.
COMMISSIONER JAMES HALLIDAY.
R. O. BAYER, President Macdonald & Co.
A. M. BELL, President Board of Trade.
JAMES DEMPSTER, Director Victoria School of Art & Design.
P. J. HEALEY, President Trades and Labor Council.
Local Secretary—F. H. SEXTON.

New Glasgow.

COMMISSIONER A. MCCOLL, Chairman.
COMMISSIONER JAMES A. FRASER.
COMMISSIONER J. L. JENNISON.
COMMISSIONER C. E. WADDEN.
COMMISSIONER DUNCAN CHISHOLM.
THOMAS CANTLEY, Gen. Mgr. N. S. Steel & Coal Co.
W. G. MATHESON, Mgr. I. Matheson & Co.
J. L. GREENOUGH, Foreman I. C. R. Roundhouse.
J. W. EVANS, Foreman W. P. McNeil & Co.
WALTER SYLVESTER, Foreman N. S. Steel & Coal Co.
Local Secretary—JOHN T. MCLEOD, Principal New Glasgow High School.

Sydney.

MAYOR F. C. KIMBER, Chairman.
COMMISSIONER C. S. CAMERON.
COMMISSIONER W. FITZGERALD.
COMMISSIONER A. M. MCLENNAN.
COMMISSIONER C. P. MOORE.
COMMISSIONER E. C. HANRAHAN.
W. G. YORSTON, City Engineer.
GEORGE BEATON, Supt. Pattern Shop, D. I. & S. Co.
H. C. BURCHELL, Gen. Manager Sydney Cement Co.
E. B. BAUS, Foreman Sydney Foundry Co.
Local Secy.—C. L. MOORE, Supervising Principal of Schools.

ENTRANCE TO CLASSES.

There was no fixed standard for entrance to classes, but the applicant had to show that his ability and previous training were such that he could profit by the instruction. A number of men applied for practical mathematics, which includes algebra, trigonometry and geometry, who had not a sufficient knowledge of arithmetic, and as soon as this was evident to the teacher they were shifted into the lower class.

In Halifax, so many men applied for the English and arithmetic that they were roughly graded on the first night, and a section of between 15 and 20 was given to each instructor. This proved later to be a very wise provision, because the men offering themselves for evening work are wholly ungraded, and each needs individual attention or he will make such slow progress that he will leave the class.

CERTIFICATE.

A certificate was given to each man who made the pass mark of 75 per cent. in his work for the year. In some classes this was determined by a single examination at the end of the year, but in others it was based on the work of the year as a whole. It was easiest to obtain the correct proficiency in the drawing classes where the whole number of drawings was available for a basis of marking.

DEPOSIT.

The deposits for the different classes varied as follows :—

English	$2.00
Arithmetic, Practical Mathematics, each	3.00
Mechanical Drawing, Machine Drawing, Architectural Drawing, Mechanism, Elementary Electricity, Chemistry, Surveying and Plotting, each	4.50

It was required that this deposit should be paid some time during the first two weeks after the classes opened. At the end of the term, the deposit was refunded to the student on the basis of his attendance as follows :—

For	100	per cent.	attendance	the whole	was	refunded.
"	90—99	"	"	four-fifths	"	"
"	80—90	"	"	two-thirds	"	"
"	70—80	"	"	one-half	"	"
"	60—70	"	"	two-fifths	"	"
Below	60	"	"	none	"	"

This feature of the deposit with the refund based on the year's attendance was a distinctive feature of this system of technical

schools, and did an enormous amount of good in procuring a constant attendance. Along toward the end of the session, when the good spring weather came, it required a very small enticement to keep the student away, and the preservation of the constant attendance to the end was, I think, due to the deposit in great part. The sliding scale causes a great deal of office work. It has, however, greater advantages in promoting constancy, than the regulation requiring that a certain percentage of the deposit shall be refunded to all students who have made a certain fair percentage of attendance, as is customary in schools of this kind. The advantage of the sliding scale is in the premium put on the higher percentages.

COURSES.

After the preliminary investigation in which an endeavor was made to find from the employers and the workingmen what courses were needed most, the following courses were offered the first year:

1. English.
2. Arithmetic.
3. Practical Mathematics.
4. Mechanical Drawing.
5. Machine Drawing.
6. Architectural Drawing.
7. Elementary Electricity.
8. Mechanism.
9. Surveying and Plotting.
10. Chemistry.

A brief outline of the courses as they were outlined is given in the following paragraphs.

It will be understood that not all the courses were offered in each locality, but only such as seemed to be demanded by the dominant industries in the locality.

ENGLISH.

In this class it was the aim to teach the use of written and spoken English and not try to impart any knowledge of English literature. Nothing is more important for a person who expects to hold a position of any responsibility than the power to express himself clearly and freely in the English language. Many young men consider it a waste of time, and find it a very tedious performance to attend any class that is not strictly technical, because they can see no practical value in it. This is, however, a very grave mistake. A business letter cannot be written, or an examination satisfactorily taken, without a fair knowledge of English composition. The young man should not be handicapped by lack of ability to express himself clearly and logically.

The instruction attempted to be of the most practical nature, and was as follows:—Neat, legible penmanship; words frequently misspelled; words often mispronounced; short rules of grammar;

common grammatical errors; construction of the sentence and paragraph; the modern business letter; "don'ts" in letter writing; the friendly letter; receipts; cheques; drafts; notes; the way to send money by mail; the way to write a letter for a job; descriptions of inventions; how to write items for the public press.

ARITHMETIC.

Every mechanical trade, every branch of industry, depends inherently upon the principles of mathematics. The introduction to mathematics is the study of arithmetic. It is one of the commonest forms of knowledge, constantly used in every day life.

Students will not be admitted to advanced classes such as Machine Drawing or Mechanism without having a preliminary training in arithmetic or having a knowledge of the subject equivalent to that given in this class.

The class begins at any point warranted by the average knowledge of the student. It is then carried on to as high a plane as the time of the course for the year allows. The examples to be worked out are as nearly as possible those met with every day by the worker, and each student is asked to bring in problems which he meets in his work, to be solved in the class.

The time table was so arranged that arithmetic and mechanical drawing came on alternate nights. It was strongly recommended that the two classes be taken together if the student in drawing was not well grounded in arithmetic.

The following subjects were treated in detail:—Fractions; decimals; metric system; ratio and proportion; percentage; interest; square root; cube root; weights and measures; mensuration; areas of rectangles, triangles and circles; volumes of rectangular solids, spheres, cylinders, prisms and pyramids; specific gravity; weights of castings; shaftings, forgings, machined pieces, etc.; practical problems.

PRACTICAL MATHEMATICS.

This class is one step in advance of the class in arithmetic, and takes up the simple applications of geometry, trigonometry, and algebra as they are daily applied in the various branches of industries. This class should be of special value to pattern makers, machinists, engineers, boiler makers, draftsmen, etc., but should also be a benefit to anyone with a good knowledge of the principles of arithmetic. The time table was so arranged that practical mathematics and machine drawing come on alternate nights. The ambitious student was advised to take both together. An outline of a course is given that served as a basis of instruction.

Square and cube root; explanation of construction of shrinkage rules and scales; geometrical properties of angles, triangles, polygons, circles, etc., commonly employed in every-day work; areas of rectangles, triangles and circles; volumes of rectangular solids, spheres, cylinders, cones and prisms.

Trigonometrical functions; sine, tangent, etc.; solution of triangles; logarithms, use of slide rule; specific gravity; weights of castings, forgings and machined pieces.

Algebraical processes: addition; subtraction; multiplication; division; factoring; solution of simple equations; transposition and substitution.

Simple formulæ for horse power, strength of boilers, etc.; transposition in formulæ and the solving of formulæ for any particular value; strength of shafting; change gears for screw cutting; circumferential speed; heating surface of boilers, etc.

MECHANICAL DRAWING.

No previous knowledge of this subject is required for entrance into this class. It is intended to make this course of as much practical value as possible, by introducing familiar objects to use as models, instead of employing model geometrical prisms, etc. As little time was spent in teaching the student the use of the inking pen, lettering, etc., as was necessary to give him a fair knowledge, and then practical drawing was entered upon at once. Neatness and accuracy were insisted upon in the work, because the attainment of these qualities was considered only second to the acquirement of the knowledge of drawing itself. It was the aim of the course to make men capable of reading quickly and accurately the simpler blue prints and sketches with which they have to work every day, and giving them the ability to make working sketches themselves for emergency repairs.

The general line followed was as outlined here:—Drafting instruments and their uses; kinds of lines used in working drawings; geometrical definitions; the twelve most important geometrical problems and their applications to working drawings; use of scales; the representation of any object by its projection on three perpendicular planes; third angle projection; use of plan, elevations and sections in working drawings; drawings of real objects of every-day work arranged in increasing difficulty from simple pipe-fittings to shaft couplings and globe valve; freehand sketching of machine parts on squared paper; plain lettering, tracing and blue-printing.

MACHINE DRAWING.

This was just a step in advance of the mechanical drawing, and started where the other stopped. Drawings of more complicated nature than in the elementary course were undertaken. A machine was taken to pieces and detail drawings made of the parts and an assembly drawing of the whole. The students also received elementary instruction in the following principles:—(1) Simple workshop mechanics. (2) Materials used in mechanical engineering. (3) Various kinds of fastenings. (4) Strength of materials. (5) Methods of transmitting power.

ARCHITECTURAL DRAWING.

This class was adapted to the needs of carpenters, cabinet makers, joiners, bricklayers, and stone cutters. It was not intended to make competent architectural draftsmen, but to give men such knowledge of the art of drawing that they could readily interpret the sketches and plans from which they carry out their daily work. The subject as a whole was conducted in quite a different manner from Mechanical drawing, because there was much less time given to general work and more to actual details and plans of construction.

The following subjects were treated in detail:—

Use of instruments, practical geometry, lettering.

Drawing of joints, mitres, moldings, trusses, floor plans, etc.

Intersections and development of surfaces.

Representation of different bonds in brick laying, drawing of piers, arches, cornices, groins, moldings, intersections of moldings, etc.

The drawing of the plans of a simple $5,500 wooden frame house was also carried out at the end of the year.

ELECTRICITY.

The wide-spread applications of electricity and the large number of people who believe in its increased use in the future made this class one of the largest in every centre. A great many men know the practical side of some field of electricity, but very few of them understand the underlying principles of this science. Most of these practical men realize their shortcomings in this direction, and are eager to acquire the necessary theoretical knowledge. A synopsis of the course as laid out is given:—

Fundamental Principles—Effects of an electric current; electromotive force; electrical units; measurement of currents; Ohm's law; branching of circuits; electrical power; electric mains; electric magnets; induction; electrical machines; electric batteries; chemical reactions in electric batteries.

TECHNICAL DEPARTMENT: EVENING CLASS IN ARCHITECTURAL DRAWING (A. F. PELTON, INSTRUCTOR), Halifax, Nova Scotia, 1908.

Direct Current Dynamos and Motors—Different forms of armatures and exciting systems; types of machines; efficiency; direct current motors; electric railways; controllers; troubles with D. C. motors and their cures.

Accumulators—Machines for charging; treatment required; applications of accumulators.

Electric Lighting—Glow lamps; open and enclosed arc lamps.

Alternating Currents—Wave motion; graphical representation of alternating currents; phase; induction effects; reactance; capacity; power factor.

Alternating Current Machinery—Transformers; wattmeters; A. C. generators; induction generators; synchronous motors; single and two and three-phase motors; induction motors; rotary converters; working of A. C. machines in parallel.

MECHANISM.

This course was designed for those who had a good knowledge of mathematics, through simple algebra, geometry, and trigonometry, and also machine drawing. Syllabus of course:—

Definitions of motion, reciprocation, vibration, etc.

Definitions of force, energy and work. The parallelogram, triangle, and polygon of forces.

The Mechanical Powers—Levers; inclined plane; wedge; screw; wheel and axle; worm and wheel.

Transmission of Power—Rolling cylinders and cones, friction gearing; rack and pinion, toothed gearing; transmission by bands, belts, cords and chains; length of open and closed belts; speed cones and design of speed cones for constant length belt; rope and chain drive.

Cams and Wipers—Heart cam; involute cam; link work; crank and rocker; drag link; toggle joint; sliding block linkage; swinging block linkage; quick return motion; parallel motions; wheels in trains; engine lathe trains; screw cutting; rules for calculating change gears for screw cutting.

Gearing—Construction of gear teeth; definitions; spur, bevel, skew, twisted and screw gearing; cycloidal and involute teeth.

This course was intended to give the student an elementary knowledge of surveying and plotting, so that he would be able to do field surveying, simple underground surveying ,and the plotting of such surveys. Syllabus of course:—

Plane geometry, such as is necessary in surveying; plane trigonometry; properties of angles, triangles, logarithms, etc; construc-

tion, adjustment, use, and proper care of the various instruments used in surveying; the surveyor's compass, the prismatic compass, the engineer's level ,and the engineer's transit; the construction and use of verniers; surveying by chain only; surveying with compass and chain; keeping of field notes; land surveying with transit; latitudes and departures; calculation of areas; plotting survey.

Mining Surveying—Adaptations of instruments and methods for surveying underground.

The theoretical work, calculations, and plotting, was carried on during two evenings a week, while the actual work with the instruments was carried on during the Satur[illegible] when fine weather prevailed.

CHEMISTRY.

The object of this course was to acquaint those desiring a general knowledge of chemistry, with the elementary foundations of this science which is so fundamental to industry. No previous knowledge of this subject was required. The method of instruction was for the most part by laboratory work, supplemented with informal lectures. The aim of the course was to acquaint the student with the bare elements of general chemistry, then simple qualitative analysis, and a small amount of quantitative analysis, so that he could read the technical chemistry appertaining to his business and carry out the simpler analyses which related to his profession. The groundwork of the whole course was qualitative analysis.

The work was of an individual nature, but the following is a general outline that was followed, according to the desires and needs of the majority of the applicants.

Matter—Solid, liquid, gaseous; molecules and atoms.

Physical Properties of Matter—Boiling points; evaporation; freezing; diffusion; solution; crystallization.

Elements and Compounds—Chemical symbols; laws of chemical combination; conservation of matter.

Water—Hydrogen and oxygen. *Air*—Oxygen and nitrogen. Oxides of nitrogen.

From this point the student plunged at once into qualitative analysis. He was given first the silver group of metals—lead, silver and mercury, and became acquainted with the commoner properties of them and some of their compounds by special experiments other than involved in their mere separation. Then the hydrogen-sulphide group of metals was taken up, and the commoner

TECHNICAL DEPARTMENT: EVENING CLASS IN CHEMISTRY (A. C. HARLOW, INSTRUCTOR), Halifax, N. S., Nova Scotia, 1908.

properties of them and some of their compounds studied, as well as the mode of separation of the metals in the group. Then the arsenic group was studied and so on.

Quantitative Analysis—Simple technical analysis according to the needs, desires, and vocation of the student.

TIME TABLE OF CLASSES.

The classes met usually twice a week, either Monday and Wednesday evenings, or Tuesday and Thursday evenings. English alone was held once a week on Friday evening, so that anyone taking other courses might attend if they so desired. The class in surveying met twice a week in the evening, and had field work on Saturday afternoons in good weather. It was found necessary to increase the time given to chemistry to three evenings a week to cover sufficient ground. No classes were held on Saturday evening.

Classes opened the first week in November and continued until the first of May, with the exception of two weeks' vacation at the holiday season.

The average attendance was made up month by month and then the average of these taken. They are not based on the maximum number enrolled in the class, because a man is not included after the end of the month if he has left the class permanently.

The average attendances in the various classes are very satisfactory when one considers the effort a man has to make to attend school after a hard day's work. There was a case that came to my notice where two students walked for four miles over the worst kind of country roads and in all kinds of weather to attend an evening class in electricity. This keen desire for practical education was evident in many instances of a like character.

In the technical schools the deposit refunded on the basis of attendance was the means of keeping the men at work throughout the whole session. The spirit of work was much better as a whole in these evening technical schools than in the coal mining and engineering schools. I think this was due to the peculiarity in human nature which values everything on the basis of what is paid for it. If a thing is entirely free, it is usually prized at its exact cost, and is regarded carelessly. The deposit keeps out the dilatory and heedless student at the first, and also strengthens the purpose of those who have entered by holding out the reward at the end. It is most often a matter of very small consequence that will determine a man one way or the other about deciding whether he will attend the evening class or not. In these cases the small deposit is the

deciding influence, and I am of the firm opinion that the coal mining and engineering schools would be much more efficient if the regulation regarding the deposit were enforced as it is in the technical schools. This is, however, against the statute that created the coal mining and engineering classes.

GENERAL REMARKS.

The classes were eminently successful considering the fact that they were in the experimental stage. The classes were more largely attended than was expected. There was a great deal of enthusiasm displayed by both teachers and men. The courses were modified somewhat from the outlines given to make the instruction more practical, or to cut down the work because of lack of time. Employers and citizens generally of the communities where classes were held, were almost unanimous in praise of the work carried on. In New Glasgow the school received the most cordial support of the managers of the industries. Mr. Thomas, general manager of the Nova Scotia Steel and Coal Company, made it compulsory that all the apprentices in this large industry should attend the evening classes, and Mr. W. G. Matheson, the manager of I. Matheson Co., who conducts a large foundry, machine and boiler plant, made the same regulation in regard to their apprentices.

The attitude of the trades unions was of the friendliest character. They were more or less suspicious of the legislation when it was passed by the provincial legislature, because they did not know the exact nature of the instruction which might be offered in the schools. They feared that a number of trade schools might be established to turn out more journeymen workers in a short time, and thus produce a large surplus of skilled labor. When, however, the Halifax Trades and Labor Council were enlightened upon the proposed system and found that the schools were adapted to give the present workers a chance to acquire a broader technical knowledge, and to increase their intelligence and skill, it highly approved of the schools.

EXHIBITION OF WORK OF TECHNICAL SCHOOLS.

The Department of Technical Education selected a large number of representative drawings from the number executed in the classes in draughting, had them suitably mounted, and placed them in a separate portion of the Provincial Exhibition which was set apart for education. This exhibit was most favorably commented upon by the press and large numbers of visitors from the whole of the Maritime Provinces.

ATTENDANCE REPORTS.

Instructors in the coal mining, engineering and evening technical schools were required to fill out and send in to the Director of Technical Education, a detailed report of the attendance every month. In this way the classes could be watched closely, and any class encouraged or discontinued if the attendance fell below a certain fixed number or percentage.

A summary of the attendance of the different schools is appended :—

Coal Mining Schools.

Glace Bay District.

Locality.	Class.	Teacher.	Maximum Number Registered	Per cent. Attendance.
Glace Bay	Mining Mgrs	John Macdonald ..	15	72.9
"	Mining	John Macdonald ..	42	63.0
"	Preparatory .	D. M. Matheson . . .	19	83.7
"	" .	J. M. Macritchie ..	9	67.4
Reserve	Mining .. .	John Macdonald ..	9	71.1
"	Preparatory .	B. J. McDaniel....	12	75.6
Dominion	" .	R. E. Thurber	24	73.4
"	Mining ...	John Macdonald ..	12	74.2
Port Morien...	"	George Greenwell .	8	70.7
Dominion No. 6	"	James McCuish...	17	71.1

Sydney Mines District.

Locality	Class.	Teacher.	Maximum Number Registered.	Per cent. Attendance.
Sydney Mines .	Preparatory .	G. W. Mackinzie ..	67	57.
" .	" .	Rod. Murphy	25	70.7
" .	" .	D. Buckles	36	64.6
" .	Mining	R. T. Wilton.	25	78.4
Sydney No. 3 ..	Mining	R. T. Wilton.....	16	73.7
" ..	Preparatory .	Rod. Murphy	17	67.4

Cumberland County District.

Locality.	Class.	Teacher.	Maximum Number Registered.	Per cent. Attendance.
Joggins	Preparatory	F. I. Lent	14	62.3
"	Mining	Sydney Greer	4	87.0
Chignecto	Preparatory	Stiles Vance	19	74.4
"	Mining	Sydney Greer	5	69.8
Strathcona	"	"	9	76.3
Springhill	"	"	12	71.0
"	Preparatory	F. G. Morehouse	16	73.4

Inverness County District.

Locality.	Class.	Teacher.	Maximum Number Registered.	Per cent. Attendance.
Mabou	Preparatory	J. D. McEachen	16	60.3
"	Mining	John Younge	6	87.3
Inverness	"	A. R. McIsaac	9	67.2
"	Preparatory	J. Y. McKinnon	22	84.4
Port Hood	Mining	John Gray	5	74.7
"	Preparatory	E. B. Smith	26	50.0

Pictou County District.

Locality.	Class.	Teacher	Maximum Number Registered	Per cent. Attendance.
Stellarton	Preparatory	J. W. Henderson	32	75.1
"	Mining	J. G. Mackenzie	9	68.6
Westville	"	"	30	95.6
"	Preparatory	A. W. Faulkener	36	68.1
Thorburn	"	P. Swanson	17	63.6
"	Mining	J. G. Mackenzie	15	69.0

Engineering Schools.

Glace Bay District.

Locality.	Class.	Teacher.	Maximum Number Registered.	Per cent. Attendance.
Glace Bay	Electricity ..	E. M. Archibald...	29	64.8
"	Engineering .	A. C. McNeil	10	91.0
"	Drawing ...	G. F. Pippy	38	70.6
Port Morien ...	Engineering .	P. E. Smith	9	70.0

Sydney Mines District.

Locality.	Class.	Teacher.	Maximum Number Registered	Per cent. Attendance.
Sydney Mines .	Drawing ...	A. A. Wanless	19	73.7
" .	Engineering.	"	21	72.6
" .	Electricity ..	G. W. Mackenzie ..	16	69.0

Inverness County District.

Locality.	Class.	Teacher.	Maximum Number Registered.	Per cent. Attendance.
Mabou	Engineering .	Wm. McGillivray ..	7	62.8
Port Hood	" .	J. A. Macdonald ..	14	67.3
"	Drawing ...	E. B. Smith	27	59.8

Cumberland County District.

Locality.	Class.	Teacher.	Maximum Number Registered.	Per cent. Attendance.
Joggins	Engineering .	Jas. Quigley	6	69.5
Springhill	" .	W. S. McInnes....	17	46.8

Pictou County District.

Locality.	Class.	Teacher.	Maximum Number Registered.	Per cent. Attendance.
Stellarton	Engineering .	D. Reynolds.....	10	70.5
Westville	" .	A. W. McLeod	15	49.8
Thorburn	" .	F. H. Carmichael ..	12	50.4

TECHNICAL SCHOOLS.

Halifax.

LOCALITY.	Class.	Teacher.	Maximum Number Registered.	Per cent. Attendance.
Halifax	English	H. S. Patterson ...	17	64
"	"	J. D. McLeod	20	60
"	"	B. Gavin	16	69
"	"	L. A. Corey	14	73
"	Arithmetic ..	"	14	88
"	" ..	B. Gavin	27	56
"	" ..	H. S. Patterson ...	24	65
"	" ..	J. D. McLeod	17	81
"	Electricity ..	P. R. Colpitt	44	69
"	Chemistry ..	A. C. Harlow	10	67
"	Practical Mathematics	H. D. Brunt	12	73
"	Mechanical Drawing ..	G. R. Marshall	25	67
"	Architectural Drawing ..	A. F. Pelton	30	76

Sydney.

Sydney	English	H. P. Duchemin ...	17	33
"	Electricity ..	R. S. Dahl	8	46
"	Surveying & Plotting ..	D. McD. Campbell.	7	58
"	Mechanism and Machine Drawing...	Frank Smallwood .	7	72
"	Mathematics.	A. D. Jost	7	37
"	Mechanical Drawing...	P. W. Macdonald ..	19	60
"	Arithmetic ..	A. W. Woodill	30	56

New Glasgow.

New Glasgow ..	Electricity ..	G. L. Dickson	13	53
" ..	Mechanical Drawing ..	E. H. Morley	16	69
" ..	Practical Mathematics	F. F. McLeod	3	73
..	Preparatory English and Arithmetic .	R. Ellis	21	51

REGISTRATION.

The total number of pupils registered in the evening schools was as follows:—

Coal Mining Schools	649
Engineering Schools	231
Evening Technical Schools	429
	1309

In making up this estimate the number in the preparatory classes that are run in common for the Coal Mining and Engineering Schools was divided between them.

PASS LIST.

Certificates were granted to all in the Evening Technical Schools who attained the required degree of proficiency. The names of the ones who passed is given:—

Halifax.

Practical Mathematics—H. D. BRUNT.

G. H. Gillis.
Earl Shields.

Elementary Electricity—P. R. COLPITT.

John E. Sheehan.
Charles Hills.
W. Sheehan.
H. C. Lowe.
G. H. Grant.
G. W. Roome.
R. O. Zwicker.
Clarence Anderson.
F. W. Maling.
Harry Oland.
J. E. Purcell.
A. L. Griffin.
Stewart Spencer.
J. C. Hagan.

Architectural Drawing—A. F. PELTON.

G. C. Brown.
J. E. Berrigan.
P. O. Berrigan.
W. Bottomley.
L. S. Dodsworth.
W. R. Fegan.
R. H. Gray.
O. L. Giffen.
H. M. Lowe.
W. R. Lowe.
E. Heffernan.
C. F. Lightbourne.
M. Leahy.
P. Lintaman.
W. E. Motyer.
W. Murphy.
R. H. Nickerson.
D. Saxon.
R. Webber.
W. W. Horne.
A. W. Grant.

Mechanical Drawing—G. R. MARSHALL.

A. D. Morrison.
F. W. Steeves.
W. Boaz.
Frank Hillis.
W. Thompson.

Elementary Chemistry—A. C. HARLOW.

R. J. Marvin.
F. J. Tozer.
E. P. Curren.
G. R. Harrison.
W. Mosher.
Charles McDonald.

Arithmetic, 1st Grade—L. A. COREY.

B. M. Austin.
James C. Watson.

Arithmetic, 2nd Grade—H. S. PATTERSON.

G. Egan.
W. A. McDonald.
W. L. Dymond.
F. A. Warner.
John Winder.
E. Baxter.
W. Murphy.
William Wilson.
J. E. Grant.
F. Collings.
F. H. Bowes.
J. B. Curren.

Arithmetic, 3rd Grade—J. D. MCLEOD.

W. Morrissey.
R. F. Lawrence.
A. L. Lavers.
D. Lynch.
A. McRae.
Thomas Burns.
E. L. Lavers.
C. F. Zimmerman.
A. McKay.
J. Wallace.
A. Whittemore.
Clarence Isnor.
J. J. Burns.

Arithmetic, 4th Grade—B. GAVIN.

D. Cameron.
J. Dwyer.
J. Martin.
Roy Quigley.
C. T. Ritchie.
R. Shea.
F. Roy.
H. McLeod.
L. G. Esther.
R. H. Wetmore.

English, 1st Grade—B. GAVIN.

E. Baxter.
F. Henrion.
W. McDonald.
C. Penny.
C. T. Ritchie.

English 3rd Grade—H. S. PATTERSON.

C. M. Crooks.
A. E. Hilchey.
L. Healy.
J. P. Martin.
R. H. Wetmore.
Roy Quigley.

TECHNICAL DEPARTMENT: CLASS IN SURVEYING AND PLOTTING (D. McD. CAMPBELL, INSTRUCTOR), Halifax, Nova Scotia, 1908.

English, 3rd Grade—J. D. McLeod.

Hugh McLeod.
J. S. McLeod.
F. J. Hiltz.
J. F. Ryan.
George Gabriel.
H. L. Gaetz.
H. P. Oland.
F. H. Bowes.
J. J. Burns.
G. F. Egan.
T. G. Taylor.

English, 4th Grade—L. A. Corey.

F. M. B. Roy.
R. Shea.
F. L. Sullivan.
J. W. O'Neil.
W. Ware.

Sydney.

Surveying and Plotting—D. McD. Campbell.

Elementary Electricity—R. S. Dahl.

F. Lovgreen.
D. C. Mackie.
T. R. Maxwell.
W. R. Werther.

Mechanism and Machine Drawing—F. Smallwood.

Harold Lewis.
D. N. McLeod.
W. J. Finch.
Leslie Anthony.
Forbes Clark.
J. H. Bertram.

Practical Mathematics—A. D. Jost.

J. H. Bertram.

Mechanical Drawing—P. W. McDonald.

J. H. Bertram.
E .W. Chapman.
A. Farquharson.
H. Miller.
A. McLeod.
William Kyte.

Arithmetic, 3rd Grade—A. W. Woodill.

E. W. McPherson.
R. A. McIsaac.
Forbes Clark.
E. W. Chapman.
Roy Bell.

Arithmetic, 4th Grade—A. W. Woodill.

W. Kyte.
A. A. McIsaac.
A. McLeod.
A. J. McDonald.
J. A. Dolan.

English, 3rd Grade—H. P. Duchemin.

J. A. Dolan.
A. A. McIsaac.
M. S. Doyle.
R. A. McIsaac.
Edward McPherson.

New Glasgow.

Elementary Electricity—GEORGE L. DICKSON.

Gordon Rose.	W. H. D. McKay.
Edwin Eastwood.	Edward McLeod.
Ira Murray.	Robert Wilkes.

Mechanical Drawing—E. H. MORLEY.

Ronald Gillis.	Howard Cantley.
James Crowdis.	Everett Parks.
Hugh McLeod.	Arthur Garrett.
A. J. Crockett.	George McPherson.
Russell McLean.	J. E. Lafferty.

EXPENDITURE.

An analysis of the expenditure for the Department of Technical Education is appended:—

General Administration Expenses.

Salaries	$3369.16
Travelling and personal	873.18
Office furniture	90.43
Freight, express and transfer	94.37
Stationery	823.51
Postage	100.00
Books	357.99
Governing Board	58.30
Laying corner stone	101.35
Exhibition	78.55
Telegraph and telephone	102.14
Draughting materials	1361.56
Draughting tables and boards	570.00
Surveying instruments and models	1835.30
Sundry	2.50
	$9818.34

Coal Mining and Engineering Schools.

Glace Bay District—Salaries, rent, janitor, etc..	$ 2202.62
" " " Apparatus and furniture..	1721.66
Sydney Mines Dist.—Salaries, rent, janitor, etc.	1399.11
" " " Apparatus and furniture..	1453.31
Pictou Co. Dist.—Salaries, rent, janitor, etc...	1566.65
Cumberland Co. Dist.—Salaries, rent, janitor, etc.	1622.45
Inverness Co. Dist.—Salaries, rent, janitor, etc.	1153.55
	$11,119.35

Local Technical Schools.

Halifax—Salaries, etc.	$ 1121.04
" Apparatus	2044.29
New Glasgow—Salaries, teachers and secretary	458.80
" Apparatus	1453.31
Sydney—Salaries, teachers and secretary	1050.50
" Apparatus	1453.31
Amherst—Apparatus	1453.31
	$ 9034.56

Total Expenditure.

General administration expenses	$ 9,818.34
Coal Mining and Engineering Schools	11,119.35
Local Technical Schools	9,034.56
	$29,972.25

Portions of the amounts paid for instruction in the Evening Technical Schools were refunded by the localities, so that the total sum shown was diminished thus :—

Total expenditure technical education	$29,972.25
Total credits	1,314.90
Actual total expenditure technical education	$28,657.35

The above expenditures were all on current account. The construction of the Nova Scotia Technical College is on capital account, and an itemized statement of payments will be found in the financial report.

The total amount expended 1907-8, was thus :—Nova Scotia Technical College, Oct. 1, 1907—Sept. 30, 1908, $43,196.45.

The amounts received from fees for classes, drafting instruments, etc., was deposited in the Union Bank of Halifax, and refunds made to students, new supplies of drawing material, etc., purchased. The receipts and expenditures on this account are shown below :—

Received from fees, drafting materials, etc.	$2057.19
Paid out in refunds, drafting materials, etc.	807.42
Balance—Union Bank of Halifax	$1249.77

GENERAL COMMENTS.

Much valuable experience was gained from the first year's experiments in technical education. As a general rule it was found that too much work had been outlined to carry out successfully in the time given. Not many men wished to attend classes more than two evenings a week. The fullest publicity was needed to show the ordinary workingman the advantages of the schools. The personal canvass was the best method of securing students. The average mechanic is hard to get into an evening school, but sticks well after he gets in. All of the men wish the most practical education possible, and the shortest cuts to everything. If the student does not believe he is getting something that has a money-earning value, he will not continue in the classes. There is a great field for this class of evening technical education, but the work requires thorough and special organization. One of the greatest problems is the securing of proper teachers. Those who have the practical knowledge most often lack the power of exposition, and those who have pedagogical experience have never worked at any trade, and lack the special practical knowledge which is an almost fatal deficiency. On the whole, the man with the practical knowledge is the better because the students will put up with a great deal of amateur teaching ability, if they only get the special practical information they desire. There must be something definite to work for in the way of continued progressive courses if the men are to be kept on as students year after year. The lecture method of teaching is ill-adapted to this work, because the men do not know how to take notes. The recitation method must be used sparingly, especially when there are young and old men together in a class, because of the fear of humiliation in the older man of making blunders before the younger student. The problem method of instruction, together with individual instruction, is by far the most satisfactory. Simple teaching from a book in such classes as steam and mechanical engineering, mechanism, electricity, etc., where principles may be taught by laboratory experience with model and model machines, gives poor results. Especially in the courses just mentioned, laboratory apparatus must be used in conjunction with the other instruction. If satisfactory text-books can be secured they are a great help to both student and teacher, but it is very difficult to find books in any subject which are at all acceptable.

OPENING OF SCHOOLS, 1908.

It was decided to open the schools in 1908 in the early part of October, so that classes would be finished before the good weather in the latter part of April. Unfortunately for the schools, the whole province was agitated by a general Dominion election. The political excitement was at white heat long before the schools opened in

Technical Department: Evening Class in Mechanical Drawing (P. W. McDonald, Instructor), Sydney, Nova Scotia, 1908.

most of the industrial centres, and proved afterward to be a great drawback to the registration in all the schools.

Classes were held in practically all the same places as in 1907-8, and some additional places. A regular instructor was obtained for the whole of Inverness county. The railways of the Maritime Coal & Railway Co., the Cumberland Coal & Railway Co., and the Inverness Coal & Railway Co., all generously granted passes to the mining instructors.

Amherst appropriated a goodly amount of money, hired splendid new rooms in an office building in the centre of the town, and fitted them up in splendid shape for an Evening Technical School. These rooms are especially adapted for the work, and are by far the best-equipped and lighted quarters now supplied for this work.

Amherst, Halifax, Sydney, New Glasgow and Sydney Mines all fitted up and lighted special portions of the basements of the public school buildings for electrical laboratories. The Government procured a large amount of electrical apparatus and machinery, and this will be installed in the rooms provided for it by the students in the classes.

The Department of Technical Education realized that special text-books should be prepared for the classes to make them more efficient. It realized that the students cared least about the subject of English, and that this needed the first attention. To this end the department compiled a book in simple, straight English, including and laying stress only upon such parts as it had found by experience were needed. This book was mimeographed, bound in loose leaf form, and will be issued to the students at cost.

A book on "Mathematics for Coal Miners" is in preparation.

An edition of "Electrical Laboratory Notes" was written, bound in loose leaf form, and will be sold to students at cost.

A set of plates for Mechanical Drawing was arranged in a progressive manner, and of a strictly practical nature, and will be issued to the students in the form of blue prints.

A book on "Elementary Steam Engineering" is in preparation.

The old text-books in coal mining and engineering were discarded and an arrangement made with the International Correspondence schools to purchase their course in pamphlet text-book form just as they issue them. It was found that they were the most

practical, best printed, best illustrated authorities adapted for this work, and were most convenient when bought in the pamphlets instead of the cumbersome bound volumes of the International Library of Technology.

The greatest publicity was given to the courses by the press, which has been uniformly kind and generous, and by means of special short advertising pamphlets.

The courses were arranged in an orderly sequence in the different lines, and a diploma offered in each separate division of work. The diploma may be acquired in about four years by the man of average education and ability, who takes one course a year. The plan of the courses is given after the lists of teachers and managing committees.

The membership of the managing committees was enlarged as was found desirable by the experience of the first year.

The teachers for 1908-9 are given below :—

COAL MINING AND ENGINEERING SCHOOLS.

Cape Breton County.

Sydney Mines :

Coal Mining Instructor ..... D. G. McDonald.
Mechanical Drawing ..... A. A. Wanless.
Preparatory Class ..... W. E. Haverstock.
Engineering School ..... J. H. Dahl.

Sydney No. 1 :

Preparatory ..... R. T. Wilton.

Glace Bay :

Coal Mining Instructor ..... John Macdonald.
Asst. Coal Mining Instructors :
Dominion No. 1 ..... G. W. Taylor.
Dominion No. 12 ..... W. Maxwell.
Port Morien ..... Jos. Mann.
Dominion No. 6 ..... Jas. McCuish.
Preparatory Class, Glace Bay .... W. S. Brodie.
Preparatory Class, Glace Bay .... W. E. Tomes.
Preparatory Class, Reserve ..... W. T. McKeough.
Preparatory Class, Dominion .... R. E. Thurber.
Engineering School, Glace Bay ... Frank Aldred.
Mechanical and Machine Drawing G. F. Pippy.
Electricity ..... V. McFadden.

Pictou County.

Coal Mining Instructor	J. G. MACKENZIE.
Engineering School, Stellarton	E. PARK.
Engineering School, Westville	W. G. REYNOLDS.
Engineering School, Thorburn	F. H. CARMICHAEL.
Preparatory Class, Stellarton	J. W. HENDERSON.
Preparatory Class, Westville	F. F. MCLEOD.
Preparatory Class, Thorburn	H. M. ANDREWS.

Inverness County.

Coal Mining Instructor	J. A. ROY.
Engineering School, Inverness	ALEX. ROSS.
Engineeering School, Port Hood	J. A. MACDONALD.
Preparatory Class, Inverness	J. Y. MCKINNON.
Preparatory Class, Port Hood	J. R. MACDONALD.
Preparatory Class, Mabou	J. D. MCEACHEN.
Mechanical Drawing, Port Hood	EDWARD MACKENZIE.

Cumberland County.

Coal Mining Instructor	SYDNEY GREER.
Engineering School, Springhill	W. S. MCINNES.
Preparatory Class, Springhill	F. G. MOREHOUSE.
Preparatory Class, Springhill	F. G. CRAWFORD.
Mechanical Drawing	A. H. ALLOWAY.
Preparatory Class, Joggins	F. I. LENT.
Preparatory Class, Chignecto	STILES VANCE.

EVENING TECHNICAL SCHOOLS.

Sydney.

Business English	NORMAN ROBSON.
Practical Arithmetic	A. W. WOODILL.
Practical Mathematics	A. D. JOST.
Mechanical Drawing	P. W. MACDONALD.
Machine Drawing	F. SMALLWOOD.
Electricity and Magnetism	R. S. DAHL.
Elements of Electrical Engineering	R. S. DAHL.
Electrical Laboratory	R. S. DAHL.
Surveying and Plotting	D. MCD. CAMPBELL.
Local Secretary	P. W. MACDONALD.
Pharmacy	J. J. TURNBULL.
Metallurgical Chemistry	W. C. CARTER.

Managing Committee:

MAYOR RICHARDSON, Chairman, *ex-officio*.
ALDERMAN W. FITZGERALD.
ALDERMAN W. T. LYNCH.

ALDERMAN H. P. DUCHEMIN.
ALDERMAN C. P. MOORE.
ALDERMAN W. W. DILLON.
ALDERMAN E. C. HANRAHAN.
C. S. CAMERON, Secretary Dominion Iron & Steel Co.
E. B. BAUS, Foreman Sydney Foundry Co.
H. C. BURCHELL, Managing Director, Sydney Cement Co.
RONALD GILLIS, Contractor.
J. A. YOUNG, Broker and Insurance Agent.
C. L. MOORE, Supervising Principal of Schools.
A. W. SINNAMON, Mechanical Superintendent D. I. & S. Co.
M. B. DICKENSON.
E. E. SHAW, of Shaw & Mason, Steam Fitters.
P. W. MACDONALD, *Local Secretary*.

Amherst.

Instructing Staff:

Business English ..... A. M. KNIGHT.
Practical Arithmetic ..... A. P. MOTYER.
Mechanical Drawing ..... W. F. COLCHESTER.
Machine Drawing ..... J. K. TUFTS.
Architectural Drawing ..... S. A. HATFIELD.
Electricity and Magnetism ..... I. T. DAVIS.

Managing Committee:

MAYOR ROBB, *ex-officio*.
COMMISSIONER A. W. MOFFATT.
COMMISSIONER STEWART JENCKES.
COMMISSIONER J. M. CURRY.
COMMISSIONER JOHN WHITE.
D. H. TURNER, Foreman Rhodes, Curry Co.
J. M. HOGAN, Foreman Robb Engineering Co.
A. J. CHRISTIE, President Christie Bros.
A. SCHURMAN, Foreman Christie Bros.
N. A. RHODES, Vice-president Rhodes, Curry Co.
H. L. HEWSON, General Manager Hewson Woolen Mills.
JOHN LAWS, Foreman Malleable Iron Co.
C. A. LUSBY, Manager Malleable Iron Co.
B. D. BENT, President Board of Trade.
C. S. SUTHERLAND, Amherst Boot & Shoe Co.
WM. ADAMSON, Foreman Amherst Boot & Shoe Co.
E. J. LAY, Principal of Schools, *Local Secretary*.

New Glasgow.

Instructing Staff:

Business English ..... R. ELLIS.
Practical Arithmetic ..... R. ELLIS.
Practical Mathematics ..... J. T. MCLEOD.

Mechanical Drawing	E. H. MORLEY.
Machine Drawing	J. S. WATTS.
Elements of Electricity	G. L. DICKSON.
Elements of Electrical Engineering	G. L. DICKSON.
Electrical Laboratory	G. L. DICKSON.

Managing Committee:

COMMISSIONER J. L. JENNISON.
COMMISSIONER W. G. MATHESON.
COMMISSIONER J. W. C. MACDONALD.
COMMISSIONER C. E. WADDEN.
COMMISSIONER THOMAS ARTHUR.
J. A. FRASER, Editor Eastern Chronicle.
R. M. MACGREGOR, M. P. P.
THOMAS CANTLEY, General Manager N. S. Steel & Coal Co.
J. S. GREENWELL, Foreman I. C. R. Round House.
J. W. EVANS, W. P. McNeil Co.
WALLACE SYLVESTER, N. S. Steel Co.
J. T. MCLEOD, Principal of Schools, *Local Secretary.*

Halifax.

Instructing Staff:

Business English	R. T. HALL. E. C. MACKENZIE. B. GAVIN.
Practical Arithmetic	G. K. BUTLER. J. D. MACLEOD. E. C. MACKENZIE. D. G. MATHESON.
Practical Mathematics	B. GAVIN.
Mechanical Drawing	A. S. JOST. G. R. MARSHALL.
Machine Drawing	H. A. ARCHIBALD.
Architectural Drawing	S. P. DUMARESQ.
Building Construction	A. F. PELTON.
Electricity and Magnetism	P. R. COLPITT.
Electrical Laboratory	P. R. COLPITT.
Elements of Electrical Engineering	L. A. DOLAN.
Electrical Engineering Laboratory	E. M. ARCHIBALD.
Elements of Chemistry	A. C. HARLOW.
Pharmacy	G. A. BURBIDGE.
Pharmaceutical Chemistry	A. C. HARLOW.

Managing Committee:

MAYOR A. B. CROSBY, Chairman, *ex-officio.*
ALDERMAN GEORGE A. MCKENZIE.
ALDERMAN J. A. CHISHOLM.
ALDERMAN J. F. KELLY.

COMMISSIONER J. L. CONNOLLY.
COMMISSIONER J. A. MCINNES.
COMMISSIONER A. N. WHITMAN.
C. H. MITCHELL.
G. E. FAULKNER, M. P. P.
R. O. BAYER, President Macdonald & Co.
JAMES DEMPSTER, Director School of Art and Design.
C. J. SILLIKER, General Manager Silliker Car Co.
F. HILLIS, Hillis & Sons, Ltd.
HENRY GOUDGE, General Manager Starr Co.
JAMES FARQUHAR, President Master Plumbers.
J. T. JOY, Vice-President Trades and Labor Council.
GORDON H. MERLIN, Asst. Secretary Trades and Labor Council.
H. C. LOW, Secretary Trades and Labor Council.

The following courses are offered in 1908-9 :—

Practical Arithmetic.
Business English.
Practical Algebra, Geometry and Trigonometry.
Mechanical Drawing.
Machine Drawing.
Machine Design.
Architectural Drawing.
Building Construction.
Architectural Design and Estimating.
Electricity and Magnetism.
Elements of Electrical Engineering.
Power Plants and Electric Transmission.
Electrical Laboratory.
Electrical Engineering Laboratory.
Dynamo Electric Machine Laboratory.
Elements of Chemistry.
Technical Chemical Analysis.
Elements of Surveying.
Surveying and Plotting.
Elements of Civil Engineering.

The Practical Arithmetic, Business English, Practical Algebra, Geometry and Trigonometry, Mechanical Drawing, Machine Drawing and Architectural Drawing, were of practically the same nature and scope as the corresponding courses the year before. It will be noticed that the courses have been so arranged that there are three years of progressive work in the following :—

Mechanical Drawing.

1st Year—Mechanical Drawing.
2nd Year—Machine Drawing.
3rd Year—Machine Design.

TECHNICAL DEPARTMENT: EVENING CLASS IN MECHANICAL DRAWING (E. H. MORELEY, INSTRUCTOR), New Glasgow, Nova Scotia, 1908.

Architectural Drawing.

1st Year—Architectural Drawing.
2nd Year—Building Construction.
3rd Year—Architectural Design and Estimating.

Electricity.

1st Year—Electricity and Magnetism, Electrical L
2nd Year—Elements of Electrical Engineering
Engineering Laboratory.
3rd Year—Power Plants and Electric Transmission
Electric Machine Laboratory.

Chemistry.

1st Year—Elements of Chemistry.
2nd Year—Technical Chemical Analysis.
3rd Year—Quantitative Analysis.

Surveying.

1st Year—Elements of Surveying.
2nd Year—Surveying and Plotting.
3rd Year—Elements of Civil Engineering.

DIPLOMA.

A student who wishes to obtain a diploma from tl
Technical Schools must possess :—

First—Pass certificates in Business English, Pract
metic, and Practical Algebra, Geometry and Trigonome

Second—Pass certificates for the courses outlined unc
of the departments outlined above, such as Mechanica
Architectural Drawing, Electricity, Chemistry, or Surv
covering three years' work.

This diploma is the highest distinction that thes
schools have to offer at present.

The purposes of the new courses offered in additio
already established the year before is as follows :—

Machine Design—This course is a step in advance o
Drawing. It is a combination of drawing and calculatio
view of training the man to design mechanical combin
combine them into machines to do a certain desired spec
work.

Building Construction—This is the course next in a
the Architectural Drawing. It treats of the more difficult
construction of buildings, stair building, laying out of
from drawings, different forms of columns and trusses,
etc.

Architectural Design and Estimating—This course is the one next in advance of Building Construction. It deals with the strength and disposition of building materials, the planning and design of all sorts of simple structures, and the estimation of costs of construction.

Elements of Electricity and Magnetism—This course treats of the principles of the electric current and its applications. The purpose of the course is to cover in a general way the whole ground, including electric current and its effects, measurement of currents, Ohm's law, batteries, accumulators, direct current dynamos and motors, alternating current generators and various kinds of A. C. motors, electric lighting, telephony and telegraphy.

Elements of Electrical Engineering—This is an advanced course based on the work of Elements of Electricity and Magnetism. The work covers the whole ground as outlined in the preliminary course but goes more deeply into the special application of electricity for lighting, power, telephony and telegraphy.

Power Plant and Electrical Transmission—This is the course next in advance of Elements of Electrical Engineering. It treats especially of electrical power plants with steam engine, steam turbine, water turbine, or gas-engine power, together with the construction and layout of the plant. Under Electrical Transmission are grouped high voltage, electrical power lines, wireless telegraphy, telephone switchboard, and like installations of electrical apparatus.

Electrical Laboratory—This is a first year's course run in connection with Elements of Electricity and Magnetism. It consists of experiments in measuring voltage, current, resistance, series and parallel circuits, wheatstone bridge, behavior of batteries and accumulators, electrical wiring and testing of motors and generators.

Electrical Engineering Laboratory—This laboratory course is run in connection with the Elements of Electrical Engineering. It consists of experiments with the switchboard connections and efficiency tests of various forms of direct and alternating current generators and motors, transformers, construction of measuring instruments, wireless telegraphy.

Dynamo-Electric Machine Laboratory—This laboratory accompanies the course in Power Plants and Electric Transmission. It consists of further and more elaborate tests for efficiency, heating, etc., on electric machines, core losses on transformers, testing insulators, etc.

Elements of Chemistry—This is the first course in chemistry adapted to the needs of men who have to deal with chemical laws or those who are employed in an industry where a knowledge of chemistry would add to the man's efficiency and value. The subject is based on qualitative analysis, and the student begins immediately to analyze substances to find out what is in them. From his analysis he branches out in each direction to cover the elementary principles of inorganic chemistry.

Technical Chemical Analysis and Quantitative Analysis—This is an advanced course covering two years and treating of qualitative and quantitative commercial analysis. Such portions as sugar analysis, iron and steel analysis, ore and slag analysis, the composition and the detection of adulterations in foods, commercial products and compounds, etc., will be taken up and the stress laid upon such departments of chemistry as the individual student needs.

Elements of Surveying—This preliminary course acquaints the student with the adjustment and use of instruments employed in surveying, the methods of making simple surveys of country lands or town or city lots, levelling, and the methods of calculating the areas and plotting the same.

Surveying and Plotting—This is an advanced course along the same lines as Elements of Surveying. It goes more fully into the more special branches of the work, such as methods of precision in surveying, mining surveying, hydrographic surveying, topographic surveying, railroad location, etc.

Elements of Civil Engineering—This course is more advanced than the preceding one, and treats of the strength of materials, and the planning of various simple structures.

RECOMMENDATIONS.

The work of organizing the evening schools, looking after the construction and equipment of the Nova Scotia Technical College, preparing the courses of instruction in the college, and overseeing the preparation, together with the editing of the text-books for the evening schools, takes up so much of the time of the Director of Technical Education that there is a necessity at present for an assistant who shall have charge of the evening school work. His duty should be to visit these schools continually, directing and assisting the teachers to keep up as high a grade of instruction and of as practical a nature as is possible, and to give the proper publicity to the work of the schools through the press, by public meetings, by personal canvass of prospective students or otherwise, so that

the schools shall fill an increasingly valuable place in the educational system of this province.

The advisability of giving trade instruction in evening classes open only to men who are actually working at the trade in the daytime, should be investigated at once.

There is a demand among girls and women who are destined to or who are already working at a trade, for definite vocational training in both day and night classes. This demand should be given attention, and the extent of it ascertained. The attitudes of employers and employed, of parents, and of citizens in general, should be secured, and the extent to which such training is desired, should be ascertained. The branches of industrial training for which there is sufficient demand, and other information connected with this important question should be gathered for general consideration. Such vocational schools are in successful operation in a few cities in the United States, from whom much specific and reliable information could be secured in this connection.

PROGRESS IN TECHNICAL EDUCATION IN THE UNITED STATES.

Technical or (as it is called there) industrial education, is commanding a prominent place in the minds of all educationists, publicists, industrial managers, and artisans in the United States. A widespread and exceedingly active campaign is being carried on at present over almost the whole nation. The public school system is being criticized, even maligned, for its inadequacy for producing skilled workmen to fill the crying need in all the industries. The technical and industrial schools already existing in the United States are being investigated closely and heralded abroad through many speeches and publications. The modern apprenticeship system, too, is being closely examined for all its educational possibilities. The systems of industrial education of the nations abroad are being studied and reported upon by commissions and individuals. Massachusetts has a commission on Industrial Education that has been in existence for three or four years, and has published some very comprehensive and valuable reports upon the question. Massachusetts has passed some specific legislation providing for a system of separate industrial schools, and also providing to pay half the expense of such schools. Some evening industrial schools have already been established, an agricultural high school, and several separate industrial schools are about to be established.

Some other States, such as New York, New Jersey, and Ohio, have appointed commissions to study the subject. New York city has started day trade schools. New York State has provided also for separate industrial schools, where the State bears a

certain portion of expense. And the work goes on a
American people wish is, that they may be convinc
of schools will fill the needs, and then the schools wi
Just now they are feeling their way.

The general campaign started by the Massachusett
is being carried on by the National Society for the
Industrial Education with various State branches.
meeting their committee of ten, composed of eminent
to consider the relation of industrial education to the g
of education of the country, submitted a preliminary
as follows :—

"The need for industrial training and the facts concerning
it have been so often repeated that they may be accepted. All wn
with education in European nations know that in the matter of
ing we are far behind such countries as Germany, that our ap
even if materially extended can offer industrial education to onl
few, that there are practically no facilities for the training of th
the ages of 14 and 18 for industrial pursuits, and the opportu
who are in the trades to improve their skill by theoretical trainir
isolated and occasional schools. It is also perfectly clear that t
trial age and that the education which is to serve for a whole p
account of vocational training.

Assuming these facts as clearly demonstrated, it is evident tl
groups of our population are to be considered: (1) boys and gi
ages of 14 and 18 who leave the grammar school and at present l
atic opportunity for training in the industries; (2) the men a
in the industries who desire to increase their skill and efficiency b
The problem of industrial training seems, therefore, so far as
concerned, to be divided into practically two parts, according as i
or the other of these groups.

I.—THE INDUSTRIAL TRAINING OF YOUTHS.

The vast majority of children leave school at the end of the
period, a number in fact leaving the school before that time.
school which has to serve this great group of citizens must evid
following conditions:

(*a*) Such a school must articulate at some point with the
system of the country, preferably with the grammar school. In ot
grammar school must at some point of its course lead a boy or a
into a vocational school, if such schools are to be fruitful to the
youth.

(*b*) If the grammar schools are to make this connection w
schools, it is clear that the grammar schools should at some part
do their part in developing the vocational purposes of the pupils
enlightenment concerning the advantages of skilled vocations,
trades. It is clear, also, that every study should be so taught as t
application to life, particularly to the skilled vocations, although
would not be so taught in the grammar school as to provide prepa
particular trade. It is clear, too, that the grammar school sho
elementary industrial training in some form, either in the form of
ing at the bench or at the forge or in household pursuits, wherever
could be effectively given. Such an introduction of subjects for in
ing must come through the substitution of these subjects for som
curriculum. The way to industrial education lies not in a more co
lum in existing schools, but in a larger variety of schools, each w
program and each seeking to do well the work it sets out to do.

(c) Such schools as may articulate with the grammar school for the training of youths will, therefore, most likely assume the form of training schools for particular industries. They will be local in their character and will seek to serve the needs of a local industry. The boy or girl trained in them will not be a skilled journeyman in any trade, but will have received a fundamental training in those things which will make him a skilled journeyman in a short time and will at the same time prompt him to a higher form of vocational efficiency than he is likely to have had otherwise. In this respect the industrial training school for youth is likely to have much the same relation to the preparation of a skilled journeyman as the high-grade engineering school has to the preparation of a practical engineer.

II.—Schools for Those Already in the Industries.

Experience would seem to indicate that the schools which seek to serve those already in the industries will assume one of two forms:

(a) Industrial Improvement Schools.

(b) Trade Schools.

The industrial improvement school has so far, as it is likely to do in the future, assumed the form of an evening school in which are taught the fundamental sciences upon which a trade rests, together with such technical information as can be given in a physical, chemical or mechanical laboratory. For example, those who are engaged in the power station of an electric railroad, as motormen, as electricians, or as linemen, may in such a school learn the fundamental theory of electricity, the methods of insulation, of electrical measurement, and of the transformation of energy. All of these principles may be illustrated before their eyes in the electrical laboratory, and they may thus acquire a foundation of knowledge which will enable them to become in time foremen, managers or perhaps inventors. Such a school appeals only to the men of more than usual ambition and energy.

The pure trade school, on the other hand, undertakes to teach not alone the fundamental processes of a trade, but its technique. It therefore lays chief emphasis upon giving to its students such continuous practice as may bring them up to the point of expertness. It seeks to reproduce as nearly as possible the conditions of actual practice.

General Conclusions.

It seems to your committee that schools of all the types which have been mentioned here, both for youths and for adults, are likely to be attempted, and in fact are being attempted in the various parts of the United States. The committee believes that all these types of schools are to be welcomed as experiments in the general problem which we are seeking to solve. Success in industrial training does not depend upon the adoption of one type of school. A measure of success is likely to be achieved by all of these efforts, and in the judgment of your committee it is wise for those who have to do with industrial education to welcome during the next decade of experimentation all these forms of industrial education, whether they be in the form of a trade school for boys, an industrial improvement school for boys and adults, or a trade school for the workers of a trade. Ultimately all these efforts will, by the force of educational gravitation, relate themselves to the public school system of the country, partly by the adaptation of the public school system itself, partly by the adaptation of these industrial schools. No series of schools can finally survive which does not so relate itself to the public school education, since the source from which pupils are to be drawn must in the long run be the public schools. The committee, therefore, feels that any of these efforts, undertaken in an intelligent, sympathetic and proper spirit, is to be welcomed as a new contribution to the general problem of industrial education in the United States."

An experiment that is being tried out in Fitchburg, Mass., at present, is very interesting in view of its adaptability to the needs of

Nova Scotia in training her youth for a trade in the
No large equipment needs to be purchased for its ad
a modification of the system that was originated at
sity of Cincinnati for the practical training of col
while they earned their own living. It i applied
school boys in Fitchburg, and so far seems to b
factory. All that is needed for its adoption is a speci
the boys the week they are in school, who can give tl
tical mathematics, drawing and science they shoul
scheme as follows, is given in a local newspaper :—

"This fall, the second-year high school boys received the priv
a metal trade by going into the factories of the town to work one
factory hours and to return to the schoolroom the following weel
ing between factory and schoolroom throughout the year. Tw
elected to take the new course, and the reports for the first thre
experiment are altogether favorable, not one of the twenty boys h
desire to abandon the combination of schoolroom and factory wo

The course is one of four years; the first year consisting
schoolroom work and the three following years of theoretical and
ing equally apportioned. The factory owners, seven of whom
with the School Department, say that the high school boys are
progress than the full-time apprentices, and Superintendent Jo
of the Fitchburg public schools, reports that the schoolroom wo
is fully up to the standard.

The success of the Fitchburg plan seems so well assured that
taken in a number of other cities, whose school authorities have
pondence with Superintendent Edgerly, to begin similar cou
Superintendent Edgerly and Principal John G. Thompson of th
State Normal School at Fitchburg, who has taken a deep interest
out of the plan, believe they have gone a long way toward solving
how best to keep the boys in the high school for the full four
problem that has been the despair of educators in all manufa
such as is Fitchburg. The belief of many parents, whether right
their boys, who must eventually find their way into the shops, we
in school when they could be learning a trade has been as much
falling off in the enrolment of the second and third year high s
the youthful longing to break into life's real battle and to thro
aside.

SOLVES EXPENSE PROBLEM.

Inability of parents to support their boys during the four y
in the high school has also unquestionably been a big factor, bu
eliminated in Fitchburg, as the boys who take the shop course
earn enough to clothe themselves, and even pay board, without in
their school work, since they receive regular apprentice wages for
they work in the factories. The first year they receive 10 cent
they work approximately 1,650 hours. Working the same numbe
two following years, they receive 11 and 12½ cents an hour,
and they are as well fitted for their trade as if they had put in a
in the factory—better fitted, because of a livelier intelligence and
their heads as well as their hands.

The shopwork consists of instruction under practical overseer
tion of lathes, planers, drilling machines, bench and floor work
machine work, according to the ability of the apprentice, as perta
ticular branch of manufacture of the shop where the boy is emp
twenty boys who entered the Fitchburg shops last August, sixtee

the machinist's trade, two are receiving practical instruction in pattern making and two in drafting. The co-operative course includes English, mathematics, with tables and simple shop problems; mechanics, including simple machines; freehand and mechanical drawing, each five periods a week, and two periods for current events.

When the shopwork is reached in the second year the schoolroom periods are arranged as follows: Four each for English, physics and mechanism of machines, five for shop mathematics and eight for freehand and mechanical drawing. In the third year four periods a week are still devoted to English and mechanism of machines and five periods to shop mathematics. Physics and chemistry have three periods, commercial geography and business methods have one period, and freehand and mechanical drawing continues to have eight periods. English still has four periods in the senior year; shop mathematics, mechanism of machines and freehand and mechanical drawing have five periods each; electricity and heat have four periods, and civics and American history are allotted two periods a week, making what those who arranged the course consider a well rounded mechanical education.

The manufacturers take the boys in pairs, so that by alternating they have at all times one of the pairs at work. Each Saturday at 11 o'clock the boys who have been in the schoolroom that week go to the shop and ascertain what particular job their alternates have been employed on and how it has been handled, so that the work may be taken up the following Monday morning without delay."

Nova Scotians in industrial communities should seriously consider if they cannot adopt some such scheme as this to train the boys who are destined to enter the shops and thus prepare them for life and for the highest kind of citizenship, instead of allowing them to go loose at the seventh or eighth grade to enter a period of industrial vagabondage before they finally get pushed into some line of work that they must follow for life.

While we are waiting for the assurance that the above plan is successful, the evening schools should be developed as fully as possible in order that the man already at work shall have a good chance to improve himself, and our people generally should be educated to appreciate the great advantages of technical education for an industrial people.

I have the honor to be,

Your obedient servant,

FREDERIC H. SEXTON,

Director of Technical Education.

III.—NOVA SCOTIA COLLEGE OF AGRICULTURE.

(*Summary Report for 1907-8.*)

Principal—MELVILLE CUMMING, B. A., B. S. A.

To A. H. MACKAY, ESQ., LL. D., F. R. S. C.,
Superintendent of Education, Province of Nova Scotia.

SIR,—I have the honor to present the following resumé of my report for the year 1908 a Principal of the Agricultural College:

The year 1908 has been, by far, the most successful year in the history of the College of Agriculture. Commencing with an enrolment three years ago of seventeen students in the regular two years' course, we have now advanced to an enrolment of forty-two. Similar progress has been made in the two weeks Short Courses, which commenced with an enrolment of sixty-eight and has increased to one hundred and seventy-five (175). In addition, twelve ladies took the special Short Course for ladies in Dairying, Poultry, Horticulture and Domestic Science, a course which bids fair to become equally popular and efficient as the Short Course for farmers and farmers' sons. It is satisfactory, too, to report that of the above students some nineteen (19) were from the Province of Prince Edward Island, and twenty-one (21) from the Province of New Brunswick. The outlook is for a large increase of attendance in every one of these courses for the year 1909.

Perhaps the most signal advance of the year was the establishment, in affiliation with the Provincial Normal School, of the Rural Science School for teachers. This school met from July 14th to August 13th, and was attended by some thirty (30) teachers from the Province of Nova Scotia, and one from the Province of New Brunswick. The object of this school is, perhaps, best presented in the preamble of the Prospectus which was issued, from which I quote as follows:

> Educational systems must adapt themselves to the spirit and needs of the age, else they will fail to profit as they might, and on the other hand, fully enlist the support of those they are intended to serve. The present is an age of industrial activity, and the vast majority of public school scholars are interested in and will devote themselves to the so-called practical pursuits. Applied science ought, therefore, to occupy a prominent place in every school curriculum.
>
> This statement, with possibly some modifications, is very generally admitted and requires no supporting argument. The problem is how to secure a class of teachers who can present the various subjects of the school curriculum in such a way as to relate them to the practical pursuits of life—a problem more easily stated than solved. Nevertheless, there are, to the knowledge of the writer, teachers who, realizing the problem, are seeking means by which they themselves can learn more of those things which go to make up the environment in which their pupil's activities will be spent. It is to meet this condition that the Sum-

mer School, the classes of which will for the most part be held at the Agricultural College (a technical institution situated on the Provincial Farm) has been planned. It will provide the inquiring teacher with a means to study, under the direction of specialists, science in its relation to rural Life.

ADVANTAGES.

The Summer School will be an annual event. Teachers, by attending its classes, and reading along prescribed lines, not only can have the satisfaction of increasing their personal knowledge, but can qualify themselves to receive the "Rural Science Diploma" which is proposed to be granted hereafter in place of the "Agricultural Diploma" (entitling the holder to an extra provincial grant).

The faculty was constituted of members of the Agricultural College and Normal School staffs, assisted by Mr. J. Dearness, of the Normal School, London, Ontario, and Mr. F. G. Mathews, principal of the Manual Training School, Truro. Every teacher seemed to enter heartily into the work and to present it in the best possible fashion. I should, however, make special mention of the services of Mr. Dearness, who, by training and experience, is one of the best qualified men for conducting science classes that it has been my pleasure to meet. He lectured in the subjects of Nature Study and Botany.

The special subjects of study were as follows:

CURRICULUM.

Lectures on Nature Study as a means to
- Training in Investigation.
- Enriching Sympathy.
- Useful Knowledge.

Biology
- Botany
  - Phanerogams. and Economic Cryptogams.
    - Structure.
    - Physiology.
    - Classification.
    - Plant Diseases.
- Zoology of Insects, Birds, Fishes, Domestic animals. Bacteriology.
  - Mainly Ecologic and Economic.

Horticulture—Applicable to School Gardening.

Agriculture—Principles of Field, Animal and Dairy Husbandry.

Physics and Chemistry as applicable to
- Agriculture.
- Horticulture.
- Nature Study.

Geology—Field Studies.

Mechanic Science—Clay, Cardboard, Wood.

All make a broad foundation for the Technical Education of the rural student.

As an outcome of this Summer School work, it is hoped that teachers, and more especially those teaching in the rural sections, will learn of, and get into sympathy with, methods of agricultural education; and that they will acquire such a knowledge of natural sciences as will enable them to present to their pupils lessons from the plants, the birds, the insects and other natural objects with which they come daily in contact. In this way we believe that the interests of the school children in their own environment will become aroused, and as a result they will become more interested in their home surroundings and so make more efficient citizens of the province.

In addition to the work carried on at the College, an extensive educational campaign has been carried on by means of agricultural meetings held in various parts of the province. These meetings have been addressed in part by members of the College faculty, by representatives from the Department of Agriculture, Ottawa, and also by a number of our leading successful farmers.

The results of our whole educational work are most encouraging. The very fact that increasing numbers are coming to the College shows that the confidence of the farmers is being gained. If, as a result, up-to-date methods are adopted, there can be no question as to the future of agriculture.

In conclusion, I wish to express, on behalf of those interested in the Agricultural College, my appreciation of the hearty co-operation of every member of the faculty in prosecuting the work of the institution. I also wish to express, on behalf of the College staff and students, our indebtedness to Principal Soloan and his colleagues, more particularly Mr. Harlow, Lecturer in Chemistry; Mr. Connolly, Lecturer in Mathematics, and Mr. Benoit, Lecturer in Physics, members of the Normal School staff who have, in every way, assisted to make the work of the College more effective. Mr. F. G. Mathews, Principal of the Truro Manual Training School, has co-operated as teacher of Mechanic Science, to add to the efficiency of the college. I have also been greatly indebted to yourself, as Superintendent of Education, for the lively interest you have taken and the excellent advice you have proffered in every line of the College work.

I have the honor to be,

Your obedient servant,

M. CUMMING, *Principal.*

Truro, Nova Scotia,

31st Dec., 1908.

APPENDIX B.

REPORTS OF INSPECTORS OF SCHOOLS.

Division No. 1.—CITY AND COUNTY OF HALIFAX.

Graham Creighton, B. A., *Inspector.*

Sir,—I have the honor to submit the following report for the past school year:—

The schools in this division were open for at least some portion of the year, with the exception of those in the following sections:

West Halifax,	No.	18....St. Andrew's.
"	"	26....Harrietsfield.
"	"	54....Devil's Island.
"	"	59....New Road.
"	"	60....Partridge River.
"	"	61....Mineville.
"	"	81....Head Jeddore.
East Halifax,	No.	3....Upper Lakeville.
"	"	31....Dufferin Mines.

St. Andrew's and Partridge River have no school buildings. It was not possible to secure a teacher for New Road. The house at Head Jeddore was condemned and a new one was being built.

The small number of children in the other sections mentioned makes it very difficult to employ teachers every year. The most of the children can, with some inconvenience, attend school in adjoining sections.

In the table of statistics, the number of sections without schools is given as 12, but the other three are merely territory blocked out as school sections, but without organization. New school buildings, one at Cole Harbor, the other at Head Jeddore, were completed during the year. There are several others in course of construction.

A large number of the school houses in this division have been either built anew or put in a good state of repair within the last few years. Old, dilapidated buildings are now the exception. It is, however, becoming increasingly difficult to obtain good old-growth wood. The need of frequent repairs consequent on the deterioration

of building material, is adding very considerably to the cost of maintaining schools.

The work of the year, considering the large number of inexperienced teachers engaged, was fairly satisfactory. The high-school pupils in the eastern portion of this division who go to Sheet Harbor for examination, did not do so well as in former years. This was to some extent due to the fact that teachers of experience could not be secured for several of the larger schools. Out of a total of 172 teachers employed in the division, not including the city of Halifax, 81 were either teaching for the first time or had but one year's experience. Our teachers are being allured to the west in increasing numbers, and there are no indications pointing to an early cessation of this western migration.

It is difficult to convey an accurate impression of the condition of the schools throughout the rural districts in a short report, but it may be said with truth, that the greatest need of the schools is teachers better prepared for their work than we now have. The County Academy at Halifax, is accessible to only a very few pupils outside the city, and few of these are disposed to engage in teaching. Our teachers come from the more remote parts of the county, notably the Musquodoboit Valley, Sheet Harbor and Port Dufferin; and if adequate instruction is to be given to our prospective teachers, better schools than now exist must be placed within their reach.

If public grants were made on the basis of population, Halifax County would be entitled to an Academic grant equal at least to a sum as large as that made to almost any other two counties in the province.

Were such an equitable distribution made, centrally situated sections in the portions of the county before mentioned would be enabled to employ superior teachers who would attract pupils, especially those in grades X and XI, from the surrounding sections.

Unless some steps are taken with a view to the betterment of the more important schools in the rural districts, little hope can be reasonably entertained of any great improvement in the quality of the teaching.

The abstract of "Trustees' Returns," which is submitted herewith, conveys all the information that can be given by figures regarding the schools.

I have the honor to be,

Your obedient servant,

GRAHAM CREIGHTON.

To A. H. MACKAY, ESQ., LL.D.,
Superintendent of Education.

Division No. 2.—LUNENBURG AND QUEENS.

H. H. MacIntosh, *Inspector.*

Sir,—I herewith respectfully submit my annual report on the schools of Division No. 2, comprising the counties of Lunenburg and Queens, for the year ended July 31st, 1908.

One of the most noticeable features of the year was the small number of closed schools, only three in the whole division. Every school in Queens county was in operation some portion of the year. The same is true of the large district of Lunenburg and New Dublin, with the exception of an island section that it was impossible to supply. In the district of Chester, there were two vacancies, Back of the Lake and Leville. The former engaged two teachers at fair salaries, but neither would remain. Leville was unable to offer sufficient salary to secure a teacher. Since the supply of teachers has fallen off, I find it necessary to give a large portion of my time during July and August to the filling of the schools. I again used a teachers' directory, such as described in my last report, and found it of great assistance in keeping track of the available teachers and needy sections. Its value would be increased were the trustees required by regulation to report to the inspector immediately on engaging a teacher.

Beech Hill section had been without school for some years, the ratepayers neglecting to hold the annual meeting, elect trustees or vote supplies. As the section was well able to maintain a school for part of the year at least, we proceeded under section 99 of the Act and amendments thereto, engaged a teacher, provided a school and had the school rates collected by the municipal machinery. This seems to have had a good effect—the section is now organized and has a teacher engaged for next term.

There were 248 schools open during the year with 259 teachers, an increase of 12 over last year, classified as follows:—7 A, 34 B, 109 C, 109 D. Eighty-two of these held Normal School Diplomas.

The number of pupils enrolled was 9,622, and the total days' attendance 1,191,520, an increase of nearly 50,000 over 1907. The increase in attendance would have been greater had not a smallpox scare interfered considerably in some of the larger sections.

Our teachers have been faithful to a marked degree. Nearly all the graded and many of the miscellaneous schools in the wealthy country sections have done satisfactory work. These schools pay fair salaries and are in charge of the best teachers. It is in these schools that most of the Class B and Normal trained teachers are employed.

From these schools come the greater number of candidates to the Provincial Examinations, and as we would expect, the work is generally of a high order.

In the average country section able to employ a C teacher, the school is generally satisfactory, especially if the teacher has been trained. The chief weakness in the rural schools is due to the large number of young and inexperienced D teachers. Forty-eight of these, mostly girls of seventeen, taught for the first time in the smaller sections. Under existing conditions, the untrained teacher must be employed or many of the smaller schools remain closed. The unfortunate feature is that this is done nearly always at the expense of the weak sections, unable to pay the higher salary demanded by the efficient teacher.

I feel satisfied that some help can be given this class of teacher by means of small local teaching institutes which all the teachers in the neighbourhood could attend with scarcely any expense. The young teacher could be assisted in the proper classification of her school, and directed as to the best apportionment of the school time. She could be advised as to the subjects which should receive most attention, and shown how to teach them intelligently by means of lessons taught by experienced teachers and the inspector. Should the plan meet with your approval, I shall be pleased to try it.

The general condition of the school buildings and premises is being improved from year to year. The campaign against dirt and dust in the school room has had a good effect, and a dirty school room is seldom seen. Much of the credit for this is due the teachers and pupils, and we trust they feel repaid to some extent by their more comfortable and healthful surroundings.

The town of Bridgewater will soon have to face the problem of more and better school accommodation. Chester Basin has been temporarily delayed in building through difficulty in securing a satisfactory site. A new schoolhouse has been built in the upper part of Milton section to accommodate the children in the vicinity of the pulp mill. A second department has been added to the Charleston school on account of the increasing number of pupils in that part of Mill Village section. Tancook and several other sections have repaired, painted, and otherwise improved the school premises. Charing Cross section, New Ross, will have a two department building in course of erection next year. Modern seating was supplied in Mill Cove, North West Cove, Blandford, Hunt's Point and other sections.

A beginning has been made in a few sections toward beautifying the school grounds, and in order to encourage and assist the move-

ment the Board of Commissioners for Lunenburg and New Dublin has authorized the expenditure of one hundred dollars from the school land rentals. Should good results follow this initial attempt, a sum may be set apart annually for the purpose.

Although manual training schools have been conducted in Lunenburg and Bridgewater for some seven years, little more than a passing notice has been given them, and perhaps few know much of their exact aim and work. The grades trained are VI, VII and VIII, with some special work in grade IX.

In Mechanic Science, the training consists of instruction in drawing and woodwork. The boy commences with the drawing of simple geometrical figures, and gradually advances to working drawings of models. He then proceeds to lay off his work from these drawings and make the model. The first year's work is necessarily of a simple nature and involves chiefly the use of the saw, plane and chisel. More difficult exercises are taken up each successive year, and greater exactness and better finish required. Interesting lessons are given to all classes on the growth and value of trees, the different kinds of wood, and the various tools and materials used by the pupils.

The Domestic Science course covers cooking, sewing and laundry work. The pupils are taught the use and care of the cooking utensils, range, etc., and the necessity of cleanliness and neatness in person, work and room. They acquire a knowledge of the materials used in cooking, their composition and food value, and the "how and why" of the ways of cooking—all followed by the preparing and cooking of the various foods. The same method is followed in sewing and laundry work.

The object of the training is not only to lead the pupils to understand the reasons of the different operations, but to train the hand and eye to *perform* these operations accurately and well.

These schools have been a success from the start. The training in order, exactness and perfection of work has had a splendid effect.

Many high school pupils wish to continue the work, but this cannot be done under the present arrangement, although some instruction has been given grade IX in Freehand and Mechanical Drawing, and Fret Work.

The early opening of the Nova Scotia Technical College should be a great stimulus to Manual Training throughout the province.

There are no school gardens, properly speaking, in this division. The nine thus reported in column 15 of Table 1 are small plots in

the regular school grounds in which plants and flowers are grown partly to beautify the grounds as well as to provide material for Nature work. None are in charge of teachers holding Agricultural or Rural Science diplomas.

Salaries show a slight upward tendency as seen by a comparison of the average salaries (from all sources), paid to *female* teachers in 1907 and 1908:

	B.	C.	D.
Lunenburg County, 1908.....	$292.80	$240.06	$166.24
" " 1907.....	284.02	225.43	155.82
Increase	$ 8.78	$ 14.63	$ 10.42
Queens County, 1908.....	$321.58	$233.84	$178.40
" " 1907.....	295.50	232.04	167.69
Increase	$ 26.08	$ 1.80	$ 10.71

The following are the highest salaries paid the above-mentioned classes of teachers for the past year:

	B.	C.	D.
Lunenburg County	$345.00	$310.00	$240.00
Queens County	370.00	295.00	240.00

The usual number of Nature Observations are to hand, but not nearly as many as there should be. Every school should be an observing station. Scarcely any of the school time need be taken. A few short lessons to direct the pupils how to observe and compare things when out of school is all that is necessary. To the pupils, the work is pleasant as well as profitable.

Shorter hours for the younger children is becoming a live question, especially in the larger miscellaneous school, where a portion of the time has to be given to High School pupils. Teachers generally arrange to have the work of the lower grades over by 2.30 p. m., and then dismiss them for the day so as to have the remaining time for the advanced classes. Parents and trustees sometimes object and wish the whole school to remain till 4 p. m. I have always cautioned teachers against detaining the younger children longer than is really necessary, and think the matter may safely be left to their judgment. A comment in the *Journal* might not be amiss.

Teachers frequently complain that trustees and parents take little interest in the school. In some sections there is not a single visit credited to trustees, and the names of very few parents appear in the visitors' column. Trustees should arrange for a regular plan of

visitation. Parents should visit the school frequently, and thus become better acquainted with the teacher and the conditions under which she works. The faithful teacher would then have the sympathy and moral support of the section.

According to the returns of the past year, 777, or about 8 per cent. of the children in this division between 5 and 15 years of age, did not attend school at all. This is a little below the average for the province for 1907. When we add to this the 654 who attended less than 20 days, the condition becomes one worthy of consideration. The sectional support to schools is increasing from year to year. Last year it was $40,360, an increase of $4,260 over 1907. This being the case, some determined effort should be made to have every child of school age attend school for some part of the year.

A few schools were not visited, being under smallpox quarantine at the time; two island schools could not be reached owing to bad weather.

Fuller information may be had from the statistics already forwarded, and which will appear in your Annual Report for the province.

Your obedient servant,

H. H. MacIntosh.

To A. H. MacKay, Esq., Ll.D.,
Superintendent of Education.

Division No. 3.—SHELBURNE AND YARMOUTH.

C. Stanley Bruce, *Inspector.*

Sir,—I have the honor to report as follows on the schools of Division No. 3, counties of Yarmouth and Shelburne, during the year ended July, 1908.

Every school section had its teacher except Hamilton, in Shelburne co., and Cape Forchu in Farmouth county. In the former there are no children to go to school, and in the latter no one can be found to board the teacher. For some years, the Cape Forchu problem has been up for discussion by the Yarmouth District Board of School Commissioners, but no solution can be found. It would appear that the ratepayers had discovered a sure cure for the payment of school-taxes, and were determined to enjoy the privilege. In the meantime their children are drifting into manhood and womanhood without the ability to read and write. The secretary of trustees,

who is also the manager of the Markland Hotel for summer tourists in that section, wrote me that he had tried faithfully to hold a school meeting, but the men did not take interest enough in it to attend. Under these circumstances even section 99 of the School Law, as amended, must fail.

I regret to have to report the loss by fire of the Canaan school house. There was no insurance. This is one of the weakest sections in the Yarmouth district, and it will probably be a year or two before the people make up their minds to erect another building.

I am glad to report a new school-house on Surette's Island. When I visited their school, the secretary told me that the new building would be ready for occupation in September, 1908.

The Pinckney's Point rate-payers have made extensive repairs on their old building, and it is practically almost as good as new.

The ratepayers of West Kempt, anticipating the condemning of their old building, purchased a comparatively new hall in the more populous part of the section, and now they have a modern school-house, one of the brightest and best in the two counties.

The following, among other sections, have made more or less extensive repairs and improvements during the year: Upper Woods Harbor, North Kempt, Dayton, South Chegoggin, Overton, Rockville, Melbourne, Argyle, Argyle Sound, and East Pubnico. In some cases the money was obtained from the proceeds of concerts or other entertainments planned and carried through by the teacher and her pupils.

Last year a number of sections were warned on account of the unsanitary condition of their school premises. I am pleased to report that I found things much better in that respect during this year's visitations. But the school-house and out-buildings at Somerville, Yarmouth county, were, without exception, the worst in the two counties. It is almost incredible that such a filthy and altogether disreputable condition could exist so close to a beautiful town like Yarmouth. A vote of twelve dollars for repairs hardly justifies me in expecting anything very different when I call next year.

The great scarcity of licensed teachers made it necessary for me to recommend more than the usual number of temporary licenses. Some of those teachers do good work, notably Miss Bourque, who has taught the Morris' Island school since its opening two years ago. Others, again, were almost worthless, and their schools were perhaps better closed.

The following table shows the average salaries from sectional funds paid to female teachers of Grades B, C, and D, during the last five years:—

County.	Grade.	1904.	1905.	1906.	1907.	1908.
Yarmouth.....	B.	$221.08	$224.76	$227.75	$233.25	$234.22
Shelburne	"	167.91	175.00	181.82	191.25	191.87
Yarmouth.....	C.	172.56	176.25	179.45	189.64	177.10
Shelburne	"	146.60	142.97	144.52	148.78	154.06
Yarmouth.....	D.	135.88	133.32	133.62	142.78	140.00
Shelburne	"	109.55	108.97	116.00	113.68	115.27

It will be seen that the increase in salary is very small, and out of all proportion to the increase in the cost of board and clothing during the same period. Three Grade C female teachers received $130 from the section, and one in Shelburne county received the magnificent sum of $85.

These four teachers taught in their home sections, and the low salary is no indication of their worth. Three of them, at least, are teachers of more than ordinary ability; but they felt obliged, for one reason or another, to teach at home, and the trustees drove a hard bargain.

In Shelburne county twelve teachers taught in their home sections, and only one of them received from the people a salary equal to the average for the county. In Yarmouth county there were fourteen altogether, and only six received an average salary. I do not here include the towns of Yarmouth, Shelburne, and Lockeport, where somewhat better conditions prevail. In perhaps all these cases the teachers had free board at home, and the school section saved just about the equivalent of their board in taxes. The worst feature of it is that these low salaries help to fix the standard of salaries in adjoining sections. This is one of several causes that tend to keep down the salaries of the teachers, and it is one that the Teachers' Union may find it difficult to deal with.

Again, teachers in some cases have stated in their applications what they are willing to teach for, and not until they have examined the old register do they find that they have lowered the salary for their grade of license by twenty-five or thirty dollars. I have done what I could to persuade them never to state any salary in their applications without first ascertaining what the last teacher had been getting.

Fifty-three per cent. of the teachers in Shelburne county were experienced teachers but new to the sections. In some cases this

implies inability on the part of the teachers to hold any situation more than one year. I am quite familiar with the notable exceptions to this rule. I make the following quotation from Inspector Munro's last report for the benefit of some teachers in this county who may not have read it:

"A teacher who makes up her mind to look for a new section has lost whatever interest she had in her situation, for her thoughts are elsewhere. While speaking thus, I do not forget the fault-finders and the querulous tone so common in rural sections; but with all that, there is enough of common sense and intelligence in almost every community to appreciate faithful endeavor, and credit the teacher for her good work. Let her show that her school is her main care, that she has her temper under control, and that in her attitude to the rate-payers and their families she is bearing herself with dignified decorum, then her place is sure to her for another year."

In regard to the ratio of Normal School graduates to the whole number of teachers, during the past five years, Yarmouth county has about held its own, with a ratio of 1 to 1.6. Shelburne county has in the same respect gone steadily backward. In 1904 the ratio in Shelburne county was 1 to 3, whereas in 1908 it was only 1 to 6.8.

This is much to be regretted. The day has gone by for adverse criticism of the Normal School and its work. Everybody knows that the Normal School cannot make a good teacher out of one who has no special aptitude for the work. But, other things being equal, there is no doubt but that the young teacher who has taken the course at the Normal School, makes fewer mistakes and has better methods than her less favored competitor.

There was a small increase in the number of phenological schedules sent in by the teachers. Considering the abundance of material for incidental nature-lessons that is forced upon the teacher day by day through the compiling of these schedules, I am unable to understand the general lack of interest taken in them. I fear that there are still some teachers who do not understand the object of nature-study in the schools. They would seem to regard the mere acquisition of scientific facts as the thing to be aimed after, instead of the development of the pupil's power of making observation and experiment, so as to put him in more intelligent touch with his environment.

Empire and Arbor Days were more generally celebrated this year than in 1907. There was a substantial increase in the number of reports from all four districts. In some sections, notably Clark's Harbor, there never had been an Arbor Day observance before. In that section the greatest interest was shown in the movement, and as

the result of tree and shrub planting on the school grounds, a number of the children were led to the improvement of the grounds about their own homes. On Empire Day the four Kempt miscellaneous schools combined together, and gave an elaborate patriotic concert in the new West Kempt school-house.

The increase in the value of school libraries in these two counties during the last five years has been very marked. The total value in the year 1904 was about $2,550, and 1908 it was almost $4,000. In that time the Rural School Library Grants to the teachers have more than doubled. In the year 1907 the library grants paid to teachers in these two counties, were equal to those of all the rest of the province put together. These libraries are active institutions, and are doing good work all the time.

The following table shows the number of pupils in each of these two counties, who were studying in miscellaneous schools for high school certificates of Grades X and XI, with a view to becoming teachers:—

County.	Grade X.	Grade XI.
Yarmouth	14	5
Shelburne..... ..	23	3

Sometimes the teachers in these schools have every grade from I to XI, and in a few cases the thorough way in which the work is done is remarkable. Of course, those of us who have had much experience in teaching High School work know that the drilling in science at least, must be very shallow. But the worst feature of the case is, that the little children in the common school grades become neglected, and the conscientious teacher ruins her health in the vain attempt to work impossibilities. At this time of writing, there is a young teacher fresh from the B class at Shelburne Academy, in a school less than ten miles from Shelburne, with pupils in five of the common school grades, and in Grades X and XI preparing for next year's High School Examinations. I think that it would be wise to give the inspectors the right to say whether such things should be attempted.

Both the manual training departments of the Yarmouth public schools are doing excellent work. I judge from personal observation and from conversation with Supervisor Kempton and other residents of the town. Apart altogether from the great value of these branches from a utilitarian point of view, it would be hard to overestimate their disciplinary value, particularly that of the wood-working department. Every article or model made by the boys admits of a great degree of exactness, and a single mistake in any of

the operations involved may render it useless. It is therefore very obvious that a four years' course under the eye of a careful man like Mr. Grant must develop in the boys the habits of close observation and painstaking accuracy. I had been told that the boys had to unlearn many things that were taught them in the manual training schools, but I am now convinced that my informant was mistaken. They are taught to use tools correctly and in their proper order; in other words, correct work-shop methods are followed throughout.

In regard to the actual working of the miscellaneous rural schools, which constitute the large majority of the schools of this division, it seems hard to speak otherwise than tritely. Some schools are excellent, and it would be hard for any one teacher to make them better than they are. There are a few very bad schools, and these are invariably used by young, inexperienced teachers to practise on. They never employ the same teacher two years in succession. In a few days the teacher finds that her pupils are from one to three grades ahead of where they should be. She would like to put them back where they belong, but being merely human, she not only does not dare to do that, but actually advances them a grade at the end of her year. And so it goes on, until one is forced to ask what the children have been doing since they began to go to school at five years of age. In one such school in Yarmouth county, including Grade VIII, I could not find a pupil who could get the correct answer, at first trial, to a problem in simple subtraction. If trustees would only realize that the difference between a school of this kind and a good one simply means the difference of about thirty or forty dollars a year! But I may remark in this connection, that often two of the three trustees are men whose children have long ago left school, and whose notions of economy cause them to shrink from the payment of an additional fifty cents a year school-tax for the benefit of other people's children.

I had full meetings of the Boards of School Commissioners for the Districts of Yarmouth, Argyle and Shelburne. At Barrington I was unable to obtain a quorum.

In closing this report, allow me to thank you and the staff at the Education Office, for your unfailing courtesy during the year.

I have the honor to be,

Your obedient servant,

C. Stanley Bruce.

To A. H. MacKay, Esq., Ll.D.,
Superintendent of Education.

Division No. 4.—DIGBY AND ANNAPOLIS.

L. S. Morse, M. A., *Inspector.*

Sir,—The following report on the public schools of Inspectorial Division No. 4, for the year ended July 31st, 1908, is respectfully submitted:—

Reference was made in my last report to the new section called Hastings, sanctioned by the Council of Public Instruction in February, 1907. This section, as stated in said report, was formed at the headquarters of the milling operation of the Davison Lumber Co. in Annapolis county. A very creditable school-house was built and furnished in accordance with the latest ideas of school architecture. The school was opened on November 4th, and had a registered attendance of 34. Owing to the depression of the lumber market the company has temporarily ceased milling operations at Hastings, in consequence of which many of the operatives removed from the section, leaving a very small school at the end of the year. It is possible that there may be no school in this section during the ensuing year, or until milling operations are again resumed and the operatives return to the section.

A new section was formed at Lake Jolly in the District of Digby, in May, 1907, beyond the limits of any existing section. A very creditable school-house was erected at once, and school was maintained for more than three-quarters of the year.

At Tiverton, Long Island, a fine new building of modern style with four large well-lighted rooms, was erected during the first half of the year, and properly furnished. School opened with three teachers in March. Previously two teachers only had been employed in this section. In future three teachers will be required until the increase in the population of this prosperous village necessitates the employment of the fourth.

There was a scarcity of licensed teachers at the beginning of the year. To meet this deficiency fifteen D provisional licenses were issued on or after September 15th, under Regulation 114, and also four "permits" to holders of Grade X certificates for the first half of the year, on condition that the holders of such permits attend the Normal School during the second half of the year. By the issue of these temporary licenses nearly all sections that required schools were supplied with teachers. Eight sections only were without schools during the year, two of which had no pupils of school age; one was preparing to build a new school-house, three did not wish to have schools, and two very small schools did not succeed in getting

teachers. A few of the pupils in some of these sec
school part of the year in adjoining sections. But few
fore, were without school privileges during some portic

In consequence of the continued exodus of experi
to the Northwest, the status of the schools as a wh
expected to be raised. A larger proportion of inexperi
have to be employed chiefly in the rural schools. It i
however, that the scholarship of those who begin teach
is more advanced than that of teachers who began wc
This to a certain extent offsets lack of experience. W
caused by the exodus of experienced teachers still cc
pleasing to be able to report the return of at least three c
from the west, all of whom it is expected will be emp
division during the coming year.

Two hundred and forty-one schools were in sessic
whole or some portion of the year. This was one more
session last year, and was the largest number ever in s
any year in the history of this division. The average nu
during which all schools were in session was 200, a ren
record considering the fact that 91 schools only were
the full term of 215 days.

Fifty-six inexperienced new teachers took charge
this division this year. The number who had taught
years was forty. New teachers cannot be expected to
work (other things being equal) as those of more expe
not to be expected, therefore, that much improvement
as a whole can be reported in view of the conditions abc

One hundred and eighteen Normal trained teachers w
in this division during the year, being forty-nine per
whole number engaged. This is a creditable showing in
fact that attendance at the Normal School is not compul

Ten school gardens were reported in this division th
in Annapolis county and five in Digby county. The ga
dleton, in connection with the Macdonald Consolidated S
ranked as best, although that in the town of Digby was
size and excellece to be ranked also as superior. The c
were comparatively small affairs, but useful for purpose
tion. Window gardens in a number of other schools s
useful purpose as well as for ornamentation.

Nature Observations were not generally recorded.
of teachers who sent in a record of such observations on th
forms was less than usual. This is to be regretted.

proper in this connection for the educational authorities to consider the propriety of making the recording of such observations compulsory. The work to be performed by teachers if it were made compulsory, would be very little more than they are expected to do at present. The benefit to the pupils would be very considerable, and such work would ensure the acquisition of more knowledge of the operations of nature than many of the pupils are now receiving.

The Macdonald Consolidated School at Middleton was efficiently taught by an experienced staff of teachers. Six departments only are now required for common and high school work, but in addition there were departments of Mechanic Science and Domestic Science, taught respectively by Mr. Reginald W. Bent and Miss Elsie N. Hockin. The services of these teachers being required but one-half of each day in their special departments, they being also experienced class B teachers, were employed the other half of each day in teaching the preparatory department of the common schools. A department of Mechanic Science in connection with the County Academy at Annapolis Royal was well taught by Mr. A. Boyd Crowe.

So far as my limited knowledge of these subjects will permit me to judge, I am of the opinion that the Mechanic Science and Domestic Science schools above mentioned were efficiently taught and conducted. The pupils were much interested in these departments of study, and could not fail to be benefited by the instruction received, and by the application of that instruction to practical work. It did not interfere with the progress of the pupils in their common or high school studies, and it tended to insure more regular attendance at school on the part of those engaged in these special studies. These schools are, therefore, in my judgment a decided advantage to any section which can meet the expense of installing the necessary plant for their operation, and in which there are a sufficient number of pupils to warrant the employment of a teacher.

Arbor Day was more or less appropriately observed in most of the schools, but only a few of the teachers sent in written reports of the exercises of the day. Empire Day also received attention in many, if not all, of the schools.

The county academies at Annapolis Royal and at Digby were efficiently taught by W. H. Magee, Ph. D., and R. F. Morton, B. A., respectively. At Annapolis Royal the large attendance of high school pupils rendered the engagement of a second Class A teacher, and to fill this position Miss Mabel E. Bishop was employed during the first half year, and Mr. James Boyle for the remainder of the year. Both of these proved to be excellent teachers. Miss Bishop resigned her position at the end of the half year in consequence of a call to the Northwest which proved too strong for her to resist.

High school work is done as efficiently and to as great an extent at Middleton, Lawrencetown, Bridgetown and at Bear River as at the county academies, but without any special grant from the government. At Church Point also the advanced department is composed of high school pupils exclusively. At Paradise, Round Hill, Weymouth, Weymouth Bridge, Freeport and Westport, the advanced departments are composed largely, but not exclusively, of high school pupils. Most of the other graded schools, and some of the miscellaneous schools, have pupils in the high school grades.

Schools were maintained in all the French sections in this division. These schools were in a creditable state of efficiency considering the fact that the use of both languages is necessary. The pupils were making as good progress as could reasonably be expected. Of late years the educational equipment of most of the French teachers has been much improved, and in consequence the schools under their charge are making better progress. In the matter of vocal music some of these schools much excel anything that I have heard in the English schools.

In the matter of school consolidation but little progress is being made in this division at present. Three consolidations now exist which have been made during my regime. In the centre of Long Island two weak sections were consolidated into one large section now called Central Grove. The next in order was at Bear River, where the old sections of Bridgeport in Annapolis county and Hillsburgh in Digby county were united. This consolidation, now called Bear River section, maintains a graded school of six departments—one of the most efficient schools in this division. The next consolidation was at Middleton, which was accomplished by the aid of the Sir William Macdonald Fund. Two other consolidations were made by the Board of Commissioners for Clare, but so strong an opposition developed that the Council of Public Instruction on appeal declined to ratify the action of the Board. The consolidation of Allen River and Lequille sections with Annapolis Royal would be very desirable if it could be accomplished. The opposition, however, on the part of a majority of the ratepayers is too strong at present to be easily overcome. Two other consolidations might be made by uniting two negro sections with sections adjoining. This, while desirable in some respects, would be most unsatisfactory and repugnant to the people of said adjoining sections.

Last autumn I was obliged to go to the Royal Victoria Hospital at Montreal to undergo an operation which detained me at that institution for six weeks, but which resulted in complete restoration to health. The weakness resulting from said operation made it impossible for me to inspect any schools before Christmas. In consequence of the surgeon's order not to expose myself unnecessarily

during the winter, I inspected thirty-five schools only during January, February and March. During the remainder of the year as many schools were visited as could readily be reached in that time. The schools which were not inspected during the year were, with very few exceptions, in charge of teachers of previous experience. In this connection permit me to tender you my sincere thanks for the readiness with which permission was granted me to leave my division for the purpose above stated, and for your injunction so kindly laid upon me not to expose myself during the winter.

A very successful meeting of the Teachers' Institute for this Inspectorial Division was held at Bridgetown on the 15th and 16th days of April. There was an attendance of about one hundred and twenty-five. The teachers took a deep interest in the proceedings, which were of a very practical nature. The interest was sustained from the beginning to the end of the meetings. All present returned to their schools feeling that they had been benefited. All regretted that the Superintendent of Education could not be present. They were much pleased to have Dr. Hall and Prof. Harlow of the Normal School in attendance. These gentlemen added much to the interest of the meetings by their timely and helpful aid in the discussions following the lessons which had been prepared for the occasion, and which were on the following subjects:—

1. Bulbs; a Lesson to Grades I and II—Miss E. B. Moore.
2. A Reading Lesson to Grade II—Miss Winifred Moses.
3. Domestic Science—Miss E. M. Hockin.
4. Morality in the Public Schools; Is the Teacher Responsible for Immorality?—Miss E. R. Wotton.
5. Language and Nature Study; a Lesson to Grade III—Miss Irene C. Balcom.
6. Leather; a Lesson to Grade VI—Miss M. F. FitzRandolph.
7. An Illustrative Talk on Teaching Writing to Grades I and II —Miss C. S. Whitman.
8. The Rural School of Thirty Years Ago—Mr. G. B. McGill.
9. Those Rules of Syntax Really Valuable in Correcting our Speech—Mr. A. B. Morrison.
10. The Relation of Mechanic Science to the Public School—Mr. R. W. Bent.
11. The Area of the Circle; a Lesson to Grade VIII—Miss L. M. Sutherland.
12. A Bit of Nature Study; a Lesson to Grade IX—Mr. B. S. Banks.
13. The Study of History in the Common Schools—Mr. E. T. Parker.

As the programme was so full and so practical, it was thought best, in the absence of the Superintendent of Education (who was

attending the Cumberland County Institute), to devo
session to the regular work of the Institute instead of
ing in the strict sense of that term. For the accomm
public who might wish to attend, the evening session v
spacious vestry of the Baptist church, which was kindl
disposal for the evening.

The statistical tables compiled from the Annual
also the report on sections without schools, have been
office for publication in your Annual Report.

In presenting this brief annual report for your co

I have the honor to be, Sir,

Your obedient se

L.

To A. H. MacKay, Esq., Ll.D.,
Superintendent of Education.

Division No. 5.—KINGS AND HANTS

C. W. Roscoe, M. A., *Inspector.*

Sir,—I have the honor to submit for your cons
following report of the schools in Inspectorial Divisio
the year ended July, 1908.

Three schools for Mechanic Science and three f
Science have been in operation during the year. In
Manual Training building and plant of Horton Collegi
are rented, and the teacher, Mr. Lee N. Seaman, is eng
tain days each week to teach the boys of the town school.
plant, and teacher of Domestic Science in Acadia Sem
Annie A. Bool), are engaged for the girls. The scho
thoroughly equipped, and the teachers very competent.
service is secured in this way. I know of no other pl
such good results could be obtained. Windsor and Kent
the same teachers, Mr. C. I. McNab for Manual Trainin
Etta Wheelock for Domestic Science. Windsor has fi
equipped rooms in the main school building, and K
erected an up-to-date building containing two excellent
these departments. The work done has been highly satis
is deservedly popular. The boys are taught to make a p
piece of work, and then they get out their lumber and d
according to the plan. No random work is allowed.
lesson hours attention is called to, and instruction is g
various matters connected with woods, etc. "How Tr
"How Woods are Seasoned," "The Best to Use for C

poses," "Where Found, etc.," are made the basis of oral lessons. Following this, compositions are required embodying the substance of the lessons given.

In the same way appropriate lessons are given to the girls, so that the courses pursued may be understood. The discipline received in this way is very valuable, and forms an important part of education. I had expected to have such schools as Hantsport, Berwick, and Canning fall into line and establish Manual Training schools before this. The first two have some tools and a work-bench.

No school gardens worthy the name are reported. In many schools plants are cultivated, and in some cases small beds are dug up with the spade on the school grounds, and seeds are planted in them. When they spring up and are growing, they are made to contribute to the interest in the nature lessons given.

The following tables will show the schools and teachers as I wish to report them:—

SCHOOLS.

COUNTY.	No. Schools.	No. Teachers.	No. Pupils	Attendance.
Hants	126	136	4456	536232
Kings	127	142	4661	525373
Total 1908	253	278	9117	1061605
" 1907	255	275	9333	991538
Increase	.....	3	.....	70067
Decrease	2	.....	216	.....

TEACHERS.

COUNTY.	A	B.	C.	D.	D Prov.	Male.	Female.	Total.
Hants	4	25	69	35	3	6	130	136
Kings	4	42	70	23	3	11	131	142
Total 1908	8	67	139	58	6	17	261	278
" 1907	8	75	116	65	11	14	261	275
Increase	....	...	23	...	....	3	.....	3
Decrease	....	9	....	7	5	....	.....	.....

I have to report six sections in Kings county without schools for any part of the year. Three of these, West Halls Harbor, Pereaux Mountain and White Waters, failed to get teachers because they were only half-hearted in the matter, and were unwilling to pay the salary teachers asked. Chipman Brook lost its school-house by fire during the previous term, and has not yet rebuilt. All four of these sections are expected to build and have school next year. North River and Dalhousie Road could not get teachers; the latter may be classed as specially poor, and may be brought under the new regulation.

Hants county is to be congratulated in securing teachers for all its schools.

Schools have been maintained during the year with a good deal of regularity. The number of schools in session for 200 days was 212; and the number in session the full term, 215 days, was 97; and the average time for all the schools was 203 days. This shows that all the schools were kept open about as long as could be expected.

Thirty-four schools, representing 96 departments, were graded. Lower Gaspereau was graded at the beginning of the year; and Canning and Kentville added one department each to their schools. Windsor has discontinued one overflow grade, and Avondale has gone back to be a miscellaneous school. The graded schools prepare most of the candidates for the high school examinations.

In some cases it seems necessary to shut out high school pupils from the miscellaneous schools, in order to secure sufficient attention to the common school grades. When the high school grades are kept up the temptation is to give an undue share of time to them, to the disadvantage of the lower grades. Some sections pay a fee for the privilege of sending high school pupils to an adjoining graded school. Hants Border, in Kings county, does this, utilizing the Hantsport school. The former, thus relieved, does much better work than it otherwise could. It seems only fair that the sections relieved should pay the tuition fees for these pupils. They have now the privilege of attending the county academy free, but cannot always afford to pay the incidental expenses. The refusal to provide for these grades means the deprivation of some from further attendance at school. The regulation to shut pupils out of school must be applied with the utmost care by trustees and inspector.

For the past term 63 new teachers were employed and taught for the first time, and 133 were new to the section. In most cases they simply changed sections in the same inspectorial division, and could have done better work where they taught last year. Eighty-two remained in the section in which they taught the previous year. Some have taught periods varying from 5 to 30 years in the same

section. The new teachers who have attended the Normal School have done pretty good work. Those who have taught without any training were not expected to do much, and when they failed did not disappoint me. The experienced ones have done their usual excellent work. While they learn to do by doing, they learn it much quicker when they are trained by those who know how.

One hundred and seventeen held Normal School diplomas. As a class they did much better work than those who had not attended the training school. I think the time has come when new teachers should be compelled to attend the Normal School.

The work of the year has differed so little from that of the preceding year that it will not be necessary to repeat it in detail. The trustees of graded schools engage their teachers more with the expectation of retaining their services for a period of years if they prove satisfactory, than is the case with the miscellaneous schools. This plan ought to prevail in most of the schools. Teachers should be led to expect an increase in salary as the result of successful work.

Calisthenic drill is taught and practiced to some extent in many of the schools. Teachers do not all teach the same exercises. They follow principally what they have seen taught at the Normal School. Some teach a few exercises at the beginning which they practice two or three times each day during the term, and do much good thereby. They do not do enough to bring into full play all the muscles needing exercise to develop the health and graceful poise of the body in walking, standing, and moving. I think the work should be extended and a uniform method used in all the schools. I see no objection to military drill where conditions are favorable and the teacher can find time for it. I am glad to learn that a new, simple and cheap syllabus of exercises has been prescribed.

Trustees differ in opinion as to the length and time of holding the summer vacation. Some regard it as too long and others as too short. The country schools prefer a short vacation, and their views are met by allowing them to teach a part of the prescribed vacation and close their schools in mid-winter. Some have already taken advantage of the new regulation, and opened school the first of August.

I may be allowed to say a word in regard to the new regulations for the provincial high school examination. All the candidates of Grades XI and XII approved of the time, two hours, for each paper, and generally regarded the change as an improvement. Most of them wrote the full time. A fair percentage of Grades IX and X wrote the full two hours; some, however, did not hold out to the end. I think as soon as they become accustomed to the regulations they will be well liked. It is possible, however, in choosing six out of eight

subjects that some of the most important may be omitted and licenses received by some of those who cannot teach the omitted subjects.

School-houses are occasionally lost by fire, but seldom are they insured. To insure the school-house should, it seems to me, be made one of the conditions of receiving grants. When a house is burned in a "poor section," the school is usually closed for a year or two, and then for a long time the section has to struggle to pay for the new house. The township of Cornwallis in Kings county, has a fund under control of the district board from which very needy sections are helped in case of emergency. From this fund the Board voted $200.00 to aid Chipman Brook in building a new school-house, to replace the one destroyed by fire over a year ago, and at the same time passed a strong resolution in respect to insuring school-houses.

From this fund was granted $25.00 each to thirteen poor sections to enable them to improve their schools, on the condition that they collect and spend on their own school a sum equal to 50c. per $100 on the property of the section.

There is also a School Land Fund of Horton Township in Kings county, and Newport Township in Hants county. This is disbursed equally among the schools by trustees appointed by the municipal councils. It lessens the sectional rate by so much, and does not do as much good as if given conditionally upon what the section is willing to do for itself.

It may be of interest to note the expenditure for schools in the counties of Hants and Kings, for the year just ended. It was made up as follows: Provincial Grant, $23,626.94; Municipal Grant, $15,107.55, and Sectional Tax, $54,269. Total, $93,003.49. This includes $780 paid annuitants.

Before closing this report I wish to refer to the loss by death of Mr. William J. Shields, principal of Hantsport high school. His work was eminently satisfactory to the school board, to his pupils and to myself. He was a man who possessed the confidence of all classes in a marked degree, and identified himself with every movement that tended to the betterment of the community. Temperance found a warm advocate in him. He was a Sunday school superintendent and an active church worker. He will be missed as a teacher, as a citizen, and as a Christian gentleman.

I have the honor to be, sir,

Your obedient servant,

COLIN W. ROSCOE.

To A. H. MACKAY, ESQ., LL.D.,
Superintendent of Education.

Division No. 6.—ANTIGONISH AND GUYSBORO.

A. G. Macdonald, M. A., *Inspector.*

Sir,—I have the honor to submit the following report of the schools of Division No. 6, comprising the counties of Antigonish and Guysboro, for the year ended July, 1908.

There was no change in the number of sections in my division. The number of schoolless sections during the year was eleven less than in the preceding one, or twenty in all in the two counties.

The sections without school were, for the most part, weak in property valuation, and almost void of pupils, many of them having only two or three, and none more than a half dozen. Usually the larger of the pupils thus unfortunately situated, attend schools in neighboring sections, or make their homes with relatives living in more favored localities. Seven or eight sections that maintained confessedly weak schools more or less intermittently during recent years, had no school because they could not get teachers for the salaries offered. And it must, in truth, be admitted that a few of the number did not set about getting teachers until too late, when those who might be available, if applied to in time, had entered upon other duties for the year.

There were 77 teachers employed in the county of Antigonish during the year, and 97 in Guysboro, classified as to licenses and sexes as follows:

Town.	Class.	Male.	Female.
Antigonish	A	3	2
"	B	4	5
"	C	3	23
"	D	3	34
Guysboro	A	2	0
"	B	1	10
"	C	8	30
"	D	5	41
Totals		29	145

Of the total of 174 teachers constituting the teaching staff for the year in both counties, 48 only had Normal School training, namely 22 in Antigonish county and 26 in Guysboro.

The total number of teachers holding C and D licenses was 147, or 84 per cent. of the total, and their total annual salaries for the past eight years were as follows:

Year.	C. Male.	C. Female.	D. Male.	D. Female.
1901	$233.37	$220.90	$168.30	$156.52
1902	224.00	212.40	165.04	165.50
1903	233.68	209.05	178.15	163.32
1904	247.57	229.83	173.71	183.40
1905	254.35	229.56	184.49	174.29
1906	244.44	231.06	195.84	172.91
1907	258.23	224.78	194.88	174.17
1908	256.50	239.68	191.00	189.00

On account of the difficulty of getting regularly licensed teachers, it became necessary to grant sixteen provisional D licenses, under regulation 114. The smaller salaries received by these lowered the average salary for the D class.

The great majority of those holding a Normal School diploma are females, and as these usually command a better salary, we find that the average salary for C females has increased, while that of the males of the same class has decreased, as compared with the preceding year, notwithstanding the fact that the government grant to teachers for the past year was raised to the normal of some years ago.

In looking over these statistics one is compelled to confess that our people, as a whole, are not disposed to make great sacrifices for the education of the youth of the country. While the price of all other kinds of labor has made marked advance, and while nearly all kinds of products have increased largely in value the past eight years, the wages of the teaching class alone have remained almost stationary. And many of our sections wonder why it is so difficult to procure teachers!

In Antigonish county the total number of pupils enrolled was 2,618, making a "grand total days' attendance" of 285,164. The corresponding numbers for the preceding year were 2,672 and 266,502, a decrease of 54 in the enrolment, but the satisfactory increase of 18,662 in the grand total days' attendance.

Guysboro's enrolment for the year was 3,590, and "grand total attendance" 395,650. For the previous year they were respectively 3,533 and 357,502, thus making a gain for the year in the one of 57, and in the other of 38,148.

The total number of pupils doing high school work were as follows:

	IX	X	XI	XII
Antigonish county	171	102	56	52
Guysboro county	155	62	26	2
Totals	326	164	82	54

The literary and mathematical work carried on in the high school grades is usually fairly well done, but on account of unpreparedness and lack of enterprise on the part of many teachers, and the fewness and poor equipment of laboratories, there is much room for improvement in the treatment of those subjects usually classed under the head of science. The teaching of geography has been much vitalized in many schools by the introduction of the sand-table and other aids, which we owe very largely to our Normal Institute, and to the collateral study of modern texts on the subject.

History is perseveringly, if not profitably, taught. Except in the hands of a few of our best teachers the history lesson is merely a test of the pupil's application and memory.

Good work is being done in drawing, particularly on its mathematical side; and we owe not a little of this improvement to the excellent text on the subject, prepared by Principal Morton of the Halifax Academy.

In the common school grades, I have to report that very good work is done in the great majority of schools, in what is known as the three R's—reading, writing and arithmetic. For several years now I have given much attention, in my visitation, to these subjects. I have always conducted the most of the lessons myself, and indicated to the teacher, by precept as well as by example, the methods which, in my opinion, should be followed in imparting knowledge and instruction in these important subjects. Special attention will be given during my school visitation, for the next year or two, to the systematic teaching of language, drawing and nature lessons. Experience has taught me that good results can be attained only by steadily pursuing an indicated course of work in any subject whose teaching is either difficult or distasteful to the teacher.

The unquestionable progress made in our common schools during recent years is owing in a large measure to the excellent work done by the three Normal Institutes, in which the great majority of the teachers of the six eastern counties took part. In a former report I took occasion to point out that some substantial official recognition might properly be made to the young teachers who attend these

Institutes, and who find it difficult to take the regular Normal School course, and I am glad to find that such a successful educationist as Inspector Campbell of Truro, has expressed a similar opinion in his report for last year.

I am of opinion that full attendance at even the one-week Institute might, in the case of applicants for a D license, or for a provisional D, and under certain conditions, be accepted as a safe and sufficient equivalent for the present "third rank M. P. Q."

The work done at these Institutes as conducted in the past could easily be supplemented, in the afternoons and evenings, by lectures or practical talks by competent persons on the main features of the school law, on the proper keeping of the school register and the correct filling in of school returns, and on hygiene and temperance. Candidates wishing to secure third rank M. P. Q. pass, or even to advance from third rank to second, might be asked to make careful notes on all the exercises of the Institute, and on the character of these notes, as found satisfactory or otherwise, should depend the candidate's claim to a pass M. P. Q. certificate. With regard to the subjects of Teaching and School Management, a bright, apt, ambitious student would benefit more by *seeing* a class, in any given subject, *taught well,* even if only once, than he would by *reading* on the subject for months.

The progressive town of Canso, already occupying a foremost position in educational work, succeeded in getting a nautical school, under the patronage of the Dominion Government, added to its system, during the year under review. The Principal of the High School of the town, Mr. McLeod, is instructor. With an enrolment of about one hundred pupils, the first year of its existence, and with a complete equipment of the best and most modern instruments, supplied by the government, its success can no more be doubted than its usefulness.

The position of Canso marks it out as a place destined to play an important part in the maritime history of our country. It lies far out on the bosom of the Atlantic, being almost the most eastern point of the North American Continent. It is, and has been, since its first settlement, one of the best fishing stations on this side of the Atlantic. It is now the centre of a large fishing industry, which is being rapidly developed. Its hardy sons follow the sea in some capacity. With admirable foresight, the Canso School Board, led by its chairman, W. E. Brown, Esq., began an agitation for a school in which the hardy young seamen of Canso could receive the technical training and knowledge that would fit them for good and lucrative positions in the merchant-service of the country. The efforts thus put

forward were ably seconded by the federal representative of the county with the gratifying results above stated.

In conclusion, I beg to thank yourself and your assistants for the prompt and courteous attention invariably extended to me in all my business relations with the Education Office.

I have the honor to be, sir,
Your obedient servant,
A. G. MACDONALD.

To A. H. MACKAY, LL.D.,
Superintendent of Education.

DIVISION NO. 7.—SOUTH INVERNESS AND RICHMOND.

M. J. T. MACNEIL, B. A., *Inspector.*

SIR,—I beg leave to submit my report on the schools of Division No. 7, for the school year ended 31st July, last.

It is pleasing to be able to note a marked diminution in the number of closed schools in the district of South Inverness from that of the previous year. In last year's report the number given was 23, this time it is 13.

On making an analysis of these 13 sections, I find that the following four were either actually building or preparing to build new school houses, viz., No. 12, Dumbarton; No. 41, Centennial; No. 46, North West Arm, and No. 47, Duff. In two of these cases operations were postponed or retarded by reason of unsettled sites. No. 19, Little Mabou; No. 34, Mull River; No. 35, Rankin; No. 36, Lansdowne; No. 39, Dennistown, and No. 59, Ashfield, seemed unable to secure teachers or to be able to support schools under present rates of salaries. Indeed, I fail to understand how it was ever expected to maintain schools in some of them: in Rankin section, for instance, with the excellent schools of Mabou Village on the one hand and Hillsboro on the other, either of which is scarcely two miles distant from its own school house, if not really less. Why was such a section ever created? The same might almost be said of Lansdowne, with respect to its neighboring sections. The others named, though weak, are more isolated, and therefore have better claims to existence. As for the remaining three, No. 33, Scotch Hill; No. 45, Rear Long Point, and No. 56, Skye Mountain, they are to me *terra incognita*, having had no schools in operation since my connection with the district. One only of these three reported holding an annual meeting, at which the sum of $60 was voted for the support of a school.

If there are any children in them, the prospect of having them educated looks dark indeed. I purpose during the current year making full enquiry into their position, condition and circumstances.

Of the 13 sections in question three have been without school for one year, and six for two years.

A resolution was passed at the last meeting of the South Inverness Board of School Commissioners recommending that hereafter any section failing, with the assistance of the *Special Aid to Poor Sections*, to maintain a school for two consecutive years, should lose its autonomy and be annexed to, or partitioned amongst, the most convenient sections adjoining.

Two unions of sections were effected at the same meeting of said Board, viz., Judson with Melrose and Gillis Cove with Alba,—the unions to go into effect at the beginning of the current school year.

The diminution in the number of closed schools in this district is due, in a large measure, to the efforts of the special commission appointed by the Council of Public Instruction to enquire into the subject, to arouse the interest of the people in school matters, and to suggest ways and means of remedying the evil. The energy and enthusiasm which the two reverend gentlemen brought to this work are satisfying evidence that no mistake was made in the personnel of the commission.

The number of sections without school in Richmond County was 8, as compared with 6 the year before.

Excepting in the cases of No. 7, Lochside, and No. 53, Aberdeen, I know of no other reason for the failure to have school than the inability to secure a teacher, or unwillingness to pay the salary demanded. In the case of Lochside, the small number of children renders it impossible to maintain a school. In Aberdeen, the children of those who were the main support of the school have outgrown its usefulness to them, and thus a little school that has accomplished excellent work in its brief existence has probably gone down for good, and its annexation to the adjoining sections would probably be welcome by most of its ratepayers, if not by its promoters.

Janvrin's Island, No. 3, has children in plenty, and means are not lacking either, but its remoteness and isolation are not inviting to the average young teacher.

An effort was made to annex No. 18, Grand Digue, to the neighboring section, Louisdale, which would be the proper and natural solution of an otherwise difficult problem, viz., the maintaining of a school continuously by some 8 or 10 ratepayers. The proposal was opposed by the majority of these few people on the ground that the

Louisdale school house is too far away; and the Louisdale people, naturally, are not disposed to move a large, substantial and well built school house to a central site for the purpose of forcing benefits upon unappreciative and unwilling neighbors. So, unless some practical scheme of union can be devised, it is out of the question for Grand Digue to maintain any kind of a school continuously; whereas, if united, there would be ample material for a good two-department graded school.

The remaining four, No. 33, Oban; No. 50, Peter's Mountain; No. 54, Loch Lomond, and No. 56, Cape Breton, offer no special reason for being closed beyond the alleged impossibility to secure a teacher.

One only of these 8 sections, viz., Cape Breton, was without school for two consecutive years, the other 7 were vacant for one year only.

With the increase in the number of schools in operation, South Inverness shows an increase in enrolment from 2020 to 2334,—314. As this would give an average of nearly 45 to the 7 additional schools, the increased enrolment evidently cannot be credited to these alone, but also, in part, to a general increase over the reduced attendance of the previous year; and the average daily attendance was raised from 1003.3 in 1907 to 1170.5,—an increase of 167.2.

In Richmond, with 2 schools less in operation, the enrolment was diminished by 22, viz, from 2712 in 1907 to 2690, and the average daily attendance from 1416.1 to 1364.5,—a decrease of 51.6.

The amount of money voted by the sections, for school purposes, as reported by those holding annual meetings, as compared with last year, was as follows:

SOUTH INVERNESS.

Year.	Total amount voted.	For building, etc.
1908	$10632	$1153
1907	10981	1770
Decrease	$349	$617

RICHMOND.

1908	$10903	$ 912
1907	11300	1153
Decrease	$397	$241

New school houses were found occupied for the first term at Hillsdale, Glencoe and Mill Brook. The first named occupies a poor site on the edge of the highway, has no interior finish, and is

furnished with the most primitive of seats and desks, consisting of rude benches and boards extending along the two side walls. The second occupies a healthy and roomy site, is partially finished inside and furnished with desks of domestic manufacture which, while passable, are not as comfortable or as durable as the factory-made article. Mill Brook school house is also well situated, and bids fair to be above the average rural school building when finished and properly furnished.

A new building, which should have been noticed in a previous report, is the one at Portage, near Whycocomagh, built in 1905. It is an unusually spacious school house for a rural section, and compares well in plan and finish with the best in the district. The desks are of the best quality and most modern pattern. Such a school building certainly speaks well for the public spirit of the people of the section.

One or two others in course of erection will claim attention in some future report. There are others in contemplation where operations are retarded, as already hinted, by unfortunate dissensions among the ratepayers of which you have been kept fully informed.

There are no new buildings to report in the county of Richmond, but there has been considerable improvement in the way of interior finishing and better furniture. With comparatively few exceptions, the school buildings of this county are perhaps as good as the circumstances of the people permit, though it must be admitted that the equipment and some of the other adjuncts are still far from the requirements, and it is very difficult to arouse a proper public sentiment in these matters. If teachers were more insistent upon their rights and pointed out to the trustees more persistently than they generally do the requirements of the law, a great deal more could be effected.

The number, class and sex of the teachers employed, as compared with those of last year, were as follows :—

	A.	B.	C.	D.	Male.	Female.	Total.
South Inverness, 1908	1	5	22	43	16	55	71
" " 1907	1	8	14	38	12	49	61
Richmond, 1908	2	7	31	33	29	44	73
" 1907	1	6	26	40	28	45	73

The number of Normal trained teachers in South Inverness was 23, being an increase of 3 over those of the previous year; and in Richmond the number was augmented from 24 to 28. An increase of about 5 per cent is a slow process of acquiring trained teachers. The increase of new blood is larger than that, but the great trouble is that the older ones do not stay with us—there are greater inducements abroad and in other callings. One or two prominent cases in

point: One of our leading and best teachers in the person of E. B. Smith, M. A., for five years principal of the Inverness Academy, left the Province during the term to accept a more lucrative position in Saskatchewan. The removal of Mr. Smith is a distinct loss to the staff of the district.

An equally serious loss was suffered by the teaching staff of Richmond County when W. A. Macdonald, B. A., retired from the principalship of the Academy at St. Peter's, which he had so capably and successfully filled for two years. After nine years of successful work as a teacher, Mr. Macdonald quits it to prepare for the more promising profession of law. And so they go!

The difference in the salaries paid to the different classes of teachers, compared with those of last year, is scarcely appreciable, and may be described as merely fluctuating,—one class averaging a few dollars more, another a few dollars less, owing to circumstances of a more or less accidental character. An isolated case of an unusually high salary here, or an abnormally low one there, is sufficient to account for the actual disturbance in the average.

There was a falling off in the attendance at the Inverness Academy (Port Hood) from 36 in 1907 to 25, graded as follows: IX, 8; X, 15; and XI, 2, and making an average of only 16.5. A reason for this may be found in the competition created by rising high schools in the northern district.

Richmond County Academy more than held its own with an enrolment of 34 students, as compared with 31 the year before; making an average attendance of 30.1. The numbers in the different grades were, IX, 7; X, 10, and XI, 17.

The number of high school students in all the schools of South Inverness was 163, being an increase of 18, and graded as follows: IX, 99; X, 42, and XI, 22.

In Richmond the total number was 167; being 17 more than last year, and graded thus: IX, 103; X, 48, and XI, 16.

On the whole, the character of the work being done was found satisfactory, and I feel justified in reporting that substantial, if slow, progress is being made in the great majority of the schools of the division.

I have the honor to be, Sir,

Your obedient servant,

M. J. T. MACNEIL.

To A. H. MACKAY, E., LL. D.,
Superintendent of Education.

DIVISION No. 8.—NORTH INVERNESS AND VICTORIA.

JAMES MACKINNON, *Inspector.*

SIR,—I beg leave to submit the following report on the schools of Inspectorial Division No. 8, for the term ended July, 1908:—

The number of organized sections in the division for the year was 133—64 in Victoria and 69 in North Inverness.

In North Inverness the number of sections was decreased by unions referred to in my last report, while one new section—Pollet's Cove—was created in the northern part of the district where a Government school never existed before.

The number of vacant schools in North Inverness during the year was 10, as compared with 16 last year. The yearly statistics will show 11 vacant schools, but this is owing to the fact that one school made no returns. Four of these sections have secured teachers for the ensuing year, two have been absorbed by union with other sections, and two have not a sufficient number of children to warrant keeping a school open.

There were 59 schools in operation in North Inverness during the year, employing a total of 69 regular teachers and five substitutes.

The teachers employed were classified as follows:—

	B.	C.	D.	Male.	Female.
1908	13	26	35	35	39
1907	6	27	32	33	32

There was an increase of nine in the number of Normal trained teachers, which were 30 in all, and comprised about 40 per cent. of the total number employed.

Twelve new teachers were employed, most of whom had no training whatever and held only temporary licenses. Thirty-nine teachers were new to the sections, leaving only twenty-three who continued in the same section as the previous year.

The number of pupils enrolled was 2946, an increase of 73 over last year; and the total days attendance, 290,123, as compared with 266,633 in 1907.

By unions and the re-arrangement of boundaries, the following important change were made in the constitution of sections in North Inverness during the year:

The old "Chapel" section was joined to Hay's River section, which change greatly strengthened the latter section, and will, I think, ensure a permanent school for the future.

At Brook Village, two sections—Miller and Mount Young—were united to form one section. The school-house in Miller section is to be removed to the centre of the new section or a new one built in a convenient place, so that here, also, we may reasonably look for some improvement in educational conditions.

At Dunvegan, McLellan's Mountain section, which for years had been without a school, was joined to Broad Cove Marsh section, of which section it originally formed a part.

At South Lake Ainslie, three sections—Ainslie Glen, Argyle, and part of Upper East Lake—were united to form one section. Two of these sections have been vacant for a number of years and all three were without school during the past term. It is hoped that this change will enable them to have a good school in future.

In Victoria county, 54 out of the 64 organized sections had school during some part of the year, leaving 10 sections without school for the whole term. Of these vacant sections, six were without school during the term 1906-07, and some of them had no school for years, but I am pleased to report that six out of the ten have secured teachers for the ensuing term.

The number of teachers employed was 62 in all, classified as follows:—

	A.	B.	C.	D.	Male.	Female.
1908	1	2	18	41	14	48
1907	1	4	25	24	16	38

There was a decrease of two in the number of Normal trained teachers, there being only 10 employed as compared with 12 in 1907.

Sixteen new teachers were employed and 35 others were new to the sections where they were engaged, making a total change of 51 teachers. The frequent changing of teachers, and the employment of so few Normal School graduates, are much to be deplored, as they must necessarily have a bad effect on the character of the work done in the schools. Trustees and ratepayers should be held

partly responsible for this state of affairs, as they make no special effort to retain their teachers, neither do they seem to appreciate those with Normal training sufficiently to offer them better salaries than they pay to the inexperienced. Besides this, many of our teachers are using the profession as a stepping-stone to other vocations, and for the short time they are with us do not consider it worth while to take a Normal School Course.

The number of pupils enrolled was 1834 as compared with 1854 in 1907. The aggregate days attendance was 176,341, a decrease of 14,990 from the previous year. The decrease in attendance was due largely to the prevalence of contagious diseases in many of the sections during the term .

Nothing has been done to unite sections in Victoria County during the year, as the work of consolidation in that district is pretty well done. The Kempt Head Consolidated School, the only one in the county where the conveyance of children has been undertaken by the section, has so far proved a success. In this section, children living from 2¼ to 4 miles from school were conveyed, and their average daily attendance was higher than that of those near at hand.

A comparison of the work done in High School grades in the division during the year with that of 1907, shows an increase, as may be seen in the subjoined table :—

VICTORIA.

Year.	IX.	X.	XI.	Total.
1908	77	37	18	132
1907	67	41	15	123

NORTH INVERNESS.

Year.	IX.	X.	XI.	Total.
1908	135	27	5	167
1907	104	16	—	120

Not much has been accomplished in the erection of school buildings in the division during the year. New school-houses were occupied at Roseburn, Baddeck Forks, East Ingonish, and South West Egypt. The buildings in the three first named sections have been erected on modern and up-to-date plans, and are a credit to their respective sections. It is expected that new school buildings will be completed in the following sections early in the ensuing term, viz.: Chancellorsville, Plaster, Wreck Cove, Aberdeen, North Gut, North River and Rear Baddeck Bay.

The following table, compiled from the school returns, shows the amount of money voted for school purposes by sections having school in operation :—

NORTH INVERNESS.

Year.	Total amonnt voted.	Portion for building, &c.
1908	$12,017.00	$3,452.00
1907	9,253.00	1,406.00
Increase	$2,764.00	$2,046.00

VICTORIA.

Year.	Total amount voted.	Portion for building, &c.
1908	$11,759.00	$2,640.00
1907	8,690.00	1,242.00
Increase	$3,069.00	$1,398.00

The large increases noted above are partly due to the fact that a few schools did not report the amounts voted at the annual meetings of 1907.

Summer Schools receiving aid from the Home Mission Board of the Presbyterian Church were in operation in the following sections: Hay's River, North Highlands, Lewis Mountain, Upper Baddeck, and Pollet's Cove. Through the generosity of that organization these sections were enabled to hire college students for the summer months, who rendered services of a superior order in return for which they received salaries equal to about seven dollars per week and board. The Department of Education cannot but feel grateful for what has been done by the church in this matter, and it is hoped that the experiment has proved satisfactory enough to the H. M. Board to warrant a continuation of the good work.

Very few of the schools in this division are large enough to support a Mechanic or Domestic Science department, and as a result nothing has been done so far in that line. Rural Science has also received scant attention, there being nothing to show beyond a few feeble attempts at gardening, the success of which is doubtful, and the educational value practically nil. The parents and trustees offer no encouragement, and think it a waste of money even to fence the school grounds or put them in any condition for cultivation, the result being that a teacher who is disposed to take up the work finds himself hopelessly handicapped at the very beginning.

It is to be regretted that the Municipal Fund was not raised to 50c. per capita as was hoped for last year. It appears to me that in a number of sections it would be more satisfactory if all school rates could be collected through municipal assessment. It is true that section 99 of the Education Act makes this possible in some cases. There are circumstances, however, which, to a certain extent, destroy the effectiveness of the section, as for instance:—

(1) It does not become operative until after September 20th, and at that late date it would be difficult to get teachers even if the money were provided.

(2) The majority of the sections vote fair sums of money for school purposes, which, if collected, would ensure an average salary for the teacher and thus they are put beyond the reach of section 99. But the trouble is that a great part of this money is never collected. In some cases the trustees in their efforts to practice economy, get only a cheap teacher or none at all, and then assess barely as much money as the circumstances require. In other cases great difficulty is experienced in collecting rates, especially from those not interested in the school, and often to avoid a law-suit based on some technicality, or to prevent a quarrel with a neighbor, the tax is allowed to go unpaid.

The first difficulty could be eliminated by having the "section" go into force in all sections where teachers are not engaged, by August 1st, but the whole difficulty could be removed by having the assessment and collection of rates in rural sections accomplished through municipal machinery. Such a procedure might appear at first sight to be a death-blow to sectional autonomy, but for those sections disposed to do right, it would be simply relieving them of the responsibility of doing what, under present conditions, they consider their duty, while for those inclined to shirk their responsibilities, it would be discharging in a less troublesome and more efficient manner obligations which, in principle, the law already imposes upon them.

This year again the number of Phenological Observation sheets received was small although there was an increase over the number sent in last year. I think, however, that we may safely look for some improvement along this line in the future.

All of which is respectfully submitted.

Your obedient servant,

JAMES MACKINNON.

To A. H. MACKAY, ESQ., LL. D.,
Superintendent of Education.

Division No. 9.—PICTOU COUNTY.

E. L. Armstrong, *Inspector.*

Sir,—I have the honor to submit this report of the schools in Division No. 9, embracing the county of Pictou, for the year ended July 31st, 1908. I have also forwarded the statistical tables and the abstract of the same, which will fully set forth the condition of public education in this division at the termination of the school year.

For purposes of public instruction this division is divided into two districts, North Pictou and South Pictou, the former comprising fifty-nine, and the latter seventy school sections, making a total of 129. With the exception of four, all these sections had school for some part of the year.

The total number of schools and departments in operation was 182; and with the exception of ten, all were open more than 150 days. Only two schools were open less than 100 days. The average number of days all schools were in session was 201.5, as against 189.6 for the preceding term.

The closed schools were College Grant, Lower Green Hill, and Upper Toney River in North Pictou, and Marshdale in South Pictou. In these sections the apparent reason for closing the school was the small number of pupils in the section; but the true inwardness of the situation reveals the presence of a conviction in the minds of a great majority of the ratepayers, that it is perfectly fair and right to put a stop to the expense of keeping school open where there are so few pupils to be educated.

There were employed in the schools of this divis on 195 teachers of all grades, as follows:

Class.	Male.	Female.
A.	7	1
B.	7	28
C.	7	90
D.	5	50
Total	26	169

Of these teachers 57 held diplomas from the Normal School, a gain of nine over the previous term. The number of teachers without previous experience was 39.

The total enrolment of pupils for the year was 6,469, being 1 in every 5.2 of the population according to the census of 1901. The number enrolled the previous year was 6,527.

The grand total days attendance made by the enrolled pupils was 803,971. These figures indicate a much more regular attendance at school for the division than during the previous year, when the attendance was 715,503.

Of the registered pupils 5,602 were enrolled in the common school grades, and 867 in the high school grades. In grade IX there were 517 enrolled; in grade X, 186; grade XI, 128; and grade XII, 36.

The valuation of all property in school sections increased from $6,341,725 in 1907 to $7,198,559 in 1908; and the value of all school property, from $188,536 to $202,036. The total vote by all school sections for school purposes was $51,138, being an increase of $3,740 over the previous year. This increase indicates a large sum expended on the salaries of teachers as well as other necessary improvements.

The salaries paid to teachers while showing a considerable improvement, were nevertheless inadequate, and not at all in keeping with the increased cost of living. The unwise practice of engaging the teacher whose application is accompanied with the smallest salary consideration without reference to experience or ability, still obtains in the majority of schools sections. I am glad to state, however, that in a number of sections the trustees are willing to engage those teachers only, who are recommended by the inspector or who are personally known to themselves as successful in school work.

For the first time in the history of this division full returns of Collectors' Rolls have been received, from which the following facts have been gleaned:

The average rate of assessment in the county of Pictou for all school purposes, including Poor Sections, was 77 cents in every $100 of valuation. The average for the ordinary sections was 73 cents in the $100. The average for the Poor Sections alone was $1.03. Even with the extra aid which the law allows, the Poor Sections found it necessary, in order to provide school privileges, to tax themselves to the extent of 30 cents in the $100 more than the ordinary sections.

Schools in Domestic Science were conducted during the year in New Glagow, Pictou, and Stellarton. These schools are becoming more and more popular. Having passed the experimental stage, they must now be regarded as a permanent department of our educational system. Indeed, from the nature and character of the work done, these schools have become a necessity rather than a fad. Instruction was given in cooking, sewing, and laundry work, a

the results attained were highly satisfactory. For the past three years the New Glagow school has been in charge of Miss Annie E. Redmond, a young lady of ability, well qualified for the work, and deservedly popular. The schools in Pictou and Stellarton for the past two years have been conducted by Mrs. Bertha Putnam, who gives three days in the week to Pictou and two days to Stellarton. In this work Mrs. Putnam has had marked success, and has won the esteem of all who have in any way been connected with her work.

New Glasgow has the only school in this division which continues to provide instruction for the boys in Mechanic Science. The school is in charge of Mr. H. G. Clark, who has been very successful in this department, as his engagement here for a second term testifies. For a number of years Pictou also maintained a department in Mechanic Science; but the school was discontinued in 1907, and in so far as I am aware, no reasons for the action of the School Board in closing the school were made public.

During the term just closed the Seed Commissioner of the Department of Agriculture, Ottawa, Mr. Geo. H. Clark, presented, through the Education Office, to every section in this division having a school library, a copy of a new and interesting work entitled "Farm Weeds." The book is fitted to afford much valuable help to farmers and gardeners, and will be greatly appreciated in the school sections which have received a copy. I am pleased to state that the department has since announced a further distribution of the work to the more deserving of the remaining sections of the division.

Through the kindness of the author, Mr. James Croil, of Montreal, six copies of his recent publication, "Steam Navigation," have been received and distributed to the more deserving of the school libraries of the county.

The standard of teaching in this division remains about the same as noted in former reports. Too many teachers regard their work as a mere routine, with the performance of which they seem to be satisfied. Many, however, are rendering an excellent service, doing their work with faithfulness and success, and making impressions on the minds of their pupils which will remain and influence their future lives for good.

I have the honor to be, sir,

Your obedient servant,

E. L. ARMSTRONG.

A. H. MACKAY, ESQ., LL. D.,

Superintendent of Education.

Division No. 10.—CUMBERLAND COUNTY.

I. C. Craig, M. A., *Inspector.*

Sir,—To you a gratifying feature of this report must be the announcement that an increase is shown in nearly every column of the statistical tables submitted herewith. It has been my pleasure often to speak of the progress in this large and populous county, but never before have I been able to present so good a showing. The number of schools in session, the registration, the attendance, the higher class of teachers employed and better salaries paid, mark an advance.

Some difficulty was experienced early in the year in securing teachers, but the publicity given to the fact in the press of the province brought aid. By the close of the year school was in session in every section where it could be afforded or was needed. In all, six only were vacant. These were Fox Harbor, Salt Springs Station and Clairmont in the district of Cumberland; Sugar Hill, New Yarmouth and Cape d'Or in the district of Parrsboro.

Of these Fox Harbor and Salt Springs Station only were in need of school and this was not pressing, due to the fact that schools in neighbouring sections were accessible to the majority temporarily deprived of school at home.

At Fox Harbor the old school house had been condemned in 1907. While erecting another to supersede it the section registering sixteen children, most of whom were very young, decided to close the school for one year while building. The new house built on the design of Rural School House No. 1, as given in the Manual of School Law, is a model of neatness, and will certainly prove a comfort to the children in attendance, and a source of pleasure to the section which erected it. The valuation of the section is $19,000. No interruption of school work may be expected here again for years.

Salt Springs Station. one of the sections mentioned in my last report where consolidation should be applied to give the young people their due, failed, through negligence to keep a school. The valuation of property is $7,000. The school house is very dilapidated. There are eighteen children between the ages of 5 and 15 in the section. A few of these did attend Glenville the neighbouring school section. Rumors of possible incorporation with the latter has spurred it to maintain a school for the current year.

Clairmont, with a valuation of $9,500, has had no school for years. The few children here have been attending school either at Glenville or Valley Road. To strengthen the former section, which had moved ts house to a more central and acceptable site, and had completely

renovated it, half of Clairmont was annexed to it at the last meeting of the Board of Commissioners. When a site can be agreed upon the other half will be incorporated into Valley Road Through this act of the commissioners it may be said that there is one section less in Cumberland than last year.

Cape d'Or created a section three years ago with some distrust to the wisdom of the course, is deserted. A company formed for taking the native copper found in the fissures of the trap rock of this promontory, established a mining camp here, and in consequence quite a community sprung up around it. Its existence was ephemeral. Fortunately no building designed for a school room was erected, and there is no loss in this way. It is probable that the whole property will revert to Advocate section, from which it was taken.

Gilberts Mt. and New Yarmouth, situated on the top of the Cobequids, may be said to be deserted, as there are no children in either section. In the district in its entirety there were not more than fifteen children beyond the pale of school privileges in a school-going population of 9,285, a fact reflecting the interest manifested in education in Cumberland.

At Westchester Lake, Westchester Mt., and Killarney, where schools had not been for years, teachers were employed, and at the time of my inspection I found a good attendance. Provision was made at the last annual school meeting for their continuance if the services of teachers can be procured.

The present term opened with fifty rooms empty. Three weeks later there were still forty, when I was forced to ask you to issue Provisional Licenses. Every section had reported in June from the annual school meeting that more liberal amounts had been set apart for the payment of teachers salaries, but notwithstanding the better stipends offered, in many cases the increase being fifty per cent., no regularly licensed teachers were forthcoming to fill the gaps. Continual importuning of boards of trustees for assistance could not be withstood, hence this unprecedented demand for permits to teach.

There is no evidence to show that the number of candidates for certificates and licenses is becoming less for they are more, but there is a constant drainage on the profession from the Canadian West and the cities of the New England and Middle States, where Nova Scotia teachers' services are at a premium. This is most clearly evidenced in the falling off in the number of Normal School graduates, who seem to be the most desirable prizes. In the years prior to 1900 over fifty per cent of the teachers bore Normal School diplomas. Since then this class has been gradually diminishing, until but thirty-nine per cent. are now classed.

I do not apprehend that the trouble experienced last year or this is prejudical to education but rather advantageous. In this all the province there has been a sudden awakening to the necessity of providing more liberally for education. The public realize that if the youth of the land shall have educational facilities, more has to be given for it. A better wage will mean a better class of teachers and a more stable profession.

The direct expense to the county for the maintenance of schools was $52,463 or 63 cents on $100 of valuation of property. Cost per pupil, $5.69. Admittedly this is small in comparison with a similar division in Manitoba where the general school tax is $1.33 on the $100 and the district tax $1.11, both of which are direct.

The attendance in 1907-08 was	1,082,717	days
" " " 1906-07 "	994,570	"
Increase	88,147	"

The boys in attendance, 4663; the girls, 4545; up to the sixth grade the attendance of the boys is in excess; from that to the twelfth the girls' is greater than the boys'. When the high school is reached there are two girls to one boy in attendance. From this the only inference that can be drawn is that girls generally receive a more liberal education than their brothers.

The falling off in the male attendance is most marked in mining centres where lads too young get employment in the collieries. Repeatedly my attention has been called to the immaturity of boys, dust begrimed, on their return from daily toil. There are pertinent reasons why some restriction should be placed on the employment of such labor, if for no other than humanity's sake.

In all grades of teachers a marked improvement is noticeable in the salaries. This, as before stated, may be expected to continue. The difficulty experienced in securing teachers has enforced a liberality quite unexpected.

The average salary of all is given in this table.

	A.	B.	C.	D.
Males.....	$1017 50	$558 33	$411 00	322 20
Females.....	595 00	350 53	257 75	192 04

The advocates of the Mechanic and Domestic Science have repeatedly presented the claims of these two subjects to the towns of this division, yet there is not one within its bounds. The indifference of Amherst and Oxford to the latter may be in the fact that they both are preeminently manufacturing towns, where every boy, mechanically disposed, has ample opportunity to indulge his pre-

dilections without special aids. Springhill as a mining centre elects to have special schools in the craft of mining.

In school gardens nothing pretentious has been attempted. Twelve teachers, with a natural bent for the nature work, made a creditable showing in planting one. Their discouragement lies in the fact that they seldom see the harvest. If the teacher has not removed to some other field of labor, the neglect during vacation ends the enthusiasm begotten in the spring. Boards of trustees have yet to learn how beneficent an influence might be exerted on farm life by a little encouragement to a teacher, in this direction. Nothwithstanding the financial aid offered for care of such plots during teachers' absence, no board has yet taken advantage of it.

The teachers, too, generally have a disposition to shirk the holding of the annual public examinations. All kinds of excuses are given for the omission of this important function, the chief of which is pre-occupancy of time by more important work. To some, special preparation of a theatrical character intended to obscure the real work of the school room is distasteful. Well it may be; but there should be an honest effort put forth at least once or twice a year, to give parents deeply interested in the teachers' duties a special opportunity to see the real work of the school room as it is performed daily. If examination day suggests horrors call it by another name, say 'Parents Day,' and invite parents often. It is a privilege that every father and mother should have an opportunity of enjoying. Few do their duty without teachers taking the first step. Teachers owe it to themselves as a profession to prove that they have more than a pecuniary interest in their school; to the public to demonstrate that they have some concern in the welfare of those under their tuition and training. Such mutual consideration on the part of teacher and parent would contribute much to improve the sentiment for a sounder education in every community.

The Annual Institute for this division was held in Pugwash on April 14th and two succeeding days. The attendance was good. The issue warranted the efforts put forth by those who contributed to the program. A report by the Secretary appears in another part of this volume.

I have the honor to be, sir,

Your obedient servant,

INGLIS C. CRAIG.

A. H. MACKAY, ESQ., LL. D.

Superintendent of Education.

Division No. 11.—CAPE BRETON COUNTY.

T. M. Phelan, M. A., Ll. B., *Inspector.*

Sir,—I beg leave to submit the following report on the schools of Inspectorial Division No. 11, the county of Cape Breton, for the year which ended on July 31st, 1908:—

The number of school sections remained as before, 116. Twenty-eight were without school during any part of the year. In this respect there was some improvement, the number vacant the year preceding being thirty-two; and it looks now as if coming years are likely to show still further improvement. In some quarters the tide of emigration from the farms to the mines has appreciably slackened; in others it has ceased. Indeed some of the people have returned to their farms, and it is said that more are desirous of following.

In the sections Lakevale, Round Island, and Lingan Barachois, where schools have been closed continuously for years, new buildings were erected during the summer, and in each school has been started. In the section last named a temporary building has been put up. Here there is an immense body of coal practically untouched, and two mines have been opened by the Dominion Coal Company. It is thus not unlikely that a large population will flow into the place presently, and that two schools, each of several departments, will be required in the very near future. An awakening is evident in a number of other sections too. Recently meetings were held and school boards organized in Upper Leitche's Creek and Big Glen. In the former place there is a fairly good school-house now somewhat out of repair; in the latter there is no school building, but something has been done towards fitting up an unoccupied dwelling for the purpose. This will probably serve well enough for a short time, as there are very few children of school age and the section is quite weak financially. I hope to see school going in both of these sections soon. At Lakeview also, where the Marconi Station is situated, as well as at Ocean View and Horn's Road, school affairs have been promising to brighten for some time. Changes in the boundaries of the two last would probably be of considerable value, and the matter will come before the District Board of School Commissioners at its next meeting.

At New Boston, where there had been no school for a number of years, a new building was erected and in use for the first time during the term. At the last meeting of the District Board a considerable change was made in the boundaries of Highlands, a section in which a school board had all along existed, but in which

for many years school had been running only during short and widely separated periods. The section was extended a mile or more towards Christmas Island and Benacadie, and at the other extremity four or five families were left off and joined to Amaguadeez. The school, formerly in the woods and remote from all the houses except two, was removed to a central point in a settled locality where several roads meet. The changes will, I think, prove beneficial all round. A teacher has been employed and school is now open. The Board at the same meeting separated Baleine and Little Lorraine sections which had been united in 1906. While this may look like a backward step it was really the best thing that could be done in the peculiar circumstances existing. In so far as distance was concerned, the union was all right, and it would probably have been workable but for the evil interference of a number of malicious busybodies who so wrought upon the natural prejudices and peculiarities of the people of Baleine that it became utterly useless to endeavour to get them to look at the matter in a sensible manner. Thus far this latest move of the Board has proven wise. New schools were built in both sections, and both are now in operation. There always was a school open at Little Lorraine. But in Baleine no school had existed for a long time.

Quite a number of the vacant sections, not already specially referred to, are financially so weak or so remotely situated that it is really impossible for them to keep schools open every year. Many of them manage to employ a teacher every second year or so. After giving the matter careful consideration, I find that in about nine sections it is useless to expect to see schools going at all so long as present conditions obtain. Three of these are not very ill off, however. Some of the children at Ben Eoin attend the East Bay school; those at Mira Road the Sydney schools; and some at least of those at False Bay Beach go to South Head. But the other six sections, Rear of Beaver's Cove, Forest, Kennington Cove, Huntington's Mountain, Kilkenny Lake, and Glengarry, are so far from schools in operation that the children cannot attend school at all without being sent away from home. In these six sections there are in all thirty-six children of school age.

Among the sections in which school is regularly maintained some improvements are to be noted. In Sydney the number of departments was increased by one, in Glace Bay by three, in Dominion by two, and in Sydney Mines by one. The statistics of next term will show a much greater increase in this regard in the two sections first named. A new school of two departments was completed and used for the first time during the term in the Rockdale District of Sydney. Among the urgent needs of this city is a new Academy building, the old building being now quite inadequate for the accommodation of large attendance. This matter is now

being vigorously pushed forward by the School Board and the citizens generally. A marked step in advance was taken here at the beginning of the term in the employment of a supervisor who can give all his attention to overlooking the work of the teachers and ascertaining the requirements of the different schools and departments. This step will undoubtedly prove a good one. The members of the School Board are to be congratulated on their having secured for this position the services of so prominent an educationist and so experienced a teacher as Mr. C. L. Moore.

A description of the new school at Glace Bay opened at the beginning of the term, appeared in last year's report. In this building eight departments have been in operation. At Little Pond, where the attendance has been rapidly growing for some years, it became entirely too great for a single teacher, and a second department has been made ready for occupation. Other sections in which schools have been built since last year are Union and Brickyard.

In this division there are four Mechanic Science schools—at Sydney, Glace Bay, North Sydney, and Sydney Mines. The first was started in January, 1903, the third and fourth a month later, and the second in the September preceding. That at Glace Bay was closed during the past term for want of a teacher, I am told. A Domestic Science school has been in operation at Sydney for two years, and one has lately been opened in Glace Bay. Following are the principal general statistics for such of these schools as were open during the last term :—

Section	School	Enrolment	Attendance	Av. No. of Attendances
Sydney	Mechanic Science	197	4950	25
Sydney	Domestic Science	163	4216	25.8
North Sydney	Mechanic Science	116	3166	27.5
Sydney Mines	Mechanic Science	81	2174	26.8

The Sydney schools were in session 38 weeks, those at Sydney Mines and North Sydney 40 and 42 weeks respectively. In so far as I have been able to ascertain, the results in these schools have been all that their advocates could reasonably claim for them. It is difficult to calculate aright the mental advantages derived by students from these courses. They are no doubt thereby considerably assisted in developing a just regard for accuracy, neatness, order, and correct observation, which will be of use to them in ordinary school work and in the pursuits they may follow in after life. Besides that, the change of work is very valuable from a recreative point of view. Though those who take the science courses are absent from the class room several hours a week, this does not appear in any way to hinder them from keeping pace with

pupils who give all their time to the ordinary school work. Again it has been found that among pupils who go in for mechanical occupations after leaving school, the beneficial effects of a previous course in Mechanic Science are very apparent. Whether this be one of the proper aims of such a course or not it would appear to the ordinary mind that in industrial communities such a result is of the highest importance.

I was successful in getting schools opened in only five sections during the vacation just closed—Rear of Ball's Creek, Macadam's Lake, Eskasoni, Brack's Brook, and Amaguadeez. Our country people are very slow in taking advantage of opportunities held out to them. Many of them seem to think that if their children were unable to pick strawberries in July or run about the hay fields in August, some extraordinary financial loss would be entailed. It would seem that quite a number of teachers are available every spring, and it is to be hoped that more of them will find work for the summer in our rural schools in the years to come.

I have the honor to be, sir,

Your obedient servant,

T. M. PHELAN.

To A. H. MACKAY, ESQ., LL. D.,
Superintendent of Education.

DIVISION No. 12.—COLCHESTER COUNTY.

W. R. CAMPBELL, M. A., *Inspector.*

SIR,—I beg leave to submit the following report of Inspectorial Division No. 12 for the year ended July 31st, 1908.

There were employed in this division 172 teachers as follows:—Class A, 5; Class B, 37; Class C, 75; Class D, 55.

Number of Normal trained teachers	71
Number of teachers without Normal training	101
Trained teachers in charge of miscellaneous schools	21
Untrained teachers in charge of miscellaneous schools	87

Or 84 per cent. of the teachers in the purely rural schools of this county were without special training of any kind. Of these, 31 were teaching their first term.

There were enrolled in the schools of the county 5,538 pupils as follows:—

Common schools, Grades I to VIII	4844
High schools, Grade IX	391
" " X	175
" " XI	102
" " XII	26
No. of miscellaneous schools which did the work of Grade IX	65
" " " " " X	34
" " " " " XI	8

Only in one school was the work of the three grades attempted.

This crowding of so much high school work into our common schools is a serious drawback to satisfactory work in the common school grades. I see no reason why it could not be arranged to have the high school work in each district done at a few convenient centres, leaving the miscellaneous schools free to devote themselves entirely to common school work.

Five sections were without schools of their own during the year, but in four of these the pupils had chool privileges in the adjoining sections, so that in reality only one section, Springmont, was without school privileges. For this there was no reason except the indifference of the people. In fact, this section has only had school once or twice since its organization.

During the year Beaver Meadows school was consolidated with Pleasant Hills, under arrangements that are proving satisfactory to both sections.

Trustees of Oliver's Section remodelled and enlarged their school-house, making it exceedingly comfortable and up-to-date. East Earltown, Slades, and Middle Stewiacke schoolhouses, have also undergone extensive repairs and improvements.

Seven sections in this county qualified for school garden grants, although to none of them was the maximum grant paid. These were Great Village, Bible Hill, Old Barns, Belmont, Alice Street, Truro; Brookfield and Bass River. Of these, Great Village most nearly fulfilled the conditions of a model school garden. Miss Spencer, who was in charge of the school, holds a Rural Science diploma, and has had a course in Nature Study at Guelph. Every week during holidays her pupils met with her for work in the garden. The result was that the interest of the pupils was kept up during vacation, and the garden was in excellent condition until the autumn frosts. In some of the other sections, vacation really put

an end to garden study and work, and by the re-opening of school what was a beautiful spot at the beginning of holidays was not much credit to the school. If the garden grants were withheld until the end of October, trustees would take more interest during the summer holidays in seeing that the gardens were properly cared for. There seems to me no good reason why there should not be a school garden in connection with every rural school. Even a poor garden is of some educational value. The most indolent child does not care to have his plot the poorest in the garden, while the more ambitious take special interest in their plots, and from the care and cultivation of them they derive a large amount of good. I believe the time has come when a garden might be required as part of the equipment of all rural schools classified for "B" teachers.

At the meeting of the District Board of North Colchester, a resolution was passed urging upon all trustees to enlarge their school grounds to at least an acre, and to encourage teachers to interest their pupils in garden plots, and in planting and caring for trees.

Manual Training and Domestic Science classes are being conducted at Truro along the lines on which these departments were established some years ago, but so far the work has not been undertaken elsewhere in the county.

During the year Normal Institutes were held at Great Village, Tatamagouche and Stewiacke. Beginning as soon as the schools opened, I visited the schools in each district, particularly those in charge of inexperienced teachers, and having found where they most needed help, I called an Institute at each centre in turn, and with the aid of our best teachers gave a series of lessons in drawing, nature study, music, reading, etc. Later I paid a second visit to those schools, overtaking such as were not reached on my first visit. In this way I was able to make one visit to every school in the county, and a second visit to a large number. I have reason to believe that these Institutes were productive of a large amount of good. I should like to see provisions made for bringing together in each district early in the year all teachers without professional training, and requiring them to spend at least a week in practical teaching under proper direction. Many of these inexperienced girls have ability, and if given some help when first starting out, they would become satisfactory teachers.

Regarding the teaching of the different subjects, it would be difficult to specialize. Each teacher teaches best what she knows best, often neglecting those subjects in which she is not well grounded. Music, Drawing, Nature Study especially, do not receive that attention which their importance demands. I have

found a very marked willingness on the part of trustees to pay better salaries, provided only they can get reasonable assurance that the teacher they are getting will give satisfaction, so that in this district at least the matter of increased salaries depends very largely upon the teachers themselves.

I have the honor to be,

Your obedient servant,

W. R. CAMPBELL.

To A. H. MACKAY, ESQ., LL. D.,
Superintendent of Education.

APPENDIX C.

SCHOOLS OF THE CITY OF HALIFAX, 1907-08.

1.—REPORT OF THE CHAIRMAN OF SCHOOL COMMISSIONERS.

To A. H. MacKay, Esq., B. A., B. Sc., Ll.D., F. R. S. C.,
Superintendent of Education.

Sir,—As Chairman of the Board of School Commissioners of the City of Halifax I have the honor to submit, for the information of the Council of Public Instruction, the Annual Report, including that of the Supervisor of Schools, with the financial statements.

Expenditure.

Probably the most important subject to which I can refer at the present time is that of expenditure. While we know what our schools are doing, yet there is naturally a desire to know more about the expenditure, which seems to be rapidly increasing each year. I might say here that the greatest possible care has been exercised during the past year to keep our expenditure within limits, yet without interfering with the legitimate progress of our schools. While we consider our schools are our very best assets, yet we realize we are entrusted with public funds, and have been as careful of the expenditure of such monies as the interests of the public would admit. We must not forget that as our city increases in population the attendance at our schools will increase, and the expense must always rise in proportion to attendance and modern demands. Our expenditure has been criticized, but the gentlemen who compose our Board are among our best and most successful business men,—men who will not permit the expenditure of one dollar without careful consideration. In the report will be found a clear and elaborate statement of the expenditure of each school. The actual expenditure on current account during my year of office was $187,822.74; this is an increase of $12,887.05 over the preceding year. The cause of increase will be seen in the report.

The number of pupils enrolled during the year was 8,596, ranging from six years old to sixteen. The number of those in

attendance on an average was 6,081.6, and the average cost per pupil enrolled was $17.72, and the average cost of those in average attendance $25.04.

The estimate for next year was $165,756.57, an increase of 8.8 per cent. on previous year.

I beg to append to my report a statement marked "A," shewing in detail from 1895 estimates for expenditure for each year; the number of pupils enrolled and in attendance each year; the average cost per such pupil, and also the cost per pupil for said years in the North Atlantic States; also a statement marked "B." shewing interesting comparisons, facts and figures relating to schools; also a statement marked "C," compiled by request of Teachers' Committee in 1907. These statements are most interesting and instructive, and I trust that the information contained in them may be of benefit to our citizens generally.

It will be seen in one of the statements referred to and annexed, that in the common schools of the United States the average expense per day for each pupil for all purposes in the year 1905-6 was 17.4 cents, while in the same year in Halifax it was 10 cents.

These comparisons are made not with the desire to shew that we are spending comparatively small amounts on the education of our children, but to shew that our expenditure from year to year are carefully made. I maintain that the cheapest education is the costliest, and consequently that the highest possible standard should be maintained in our schools.

Buildings.

During the year the Joseph Howe School on Albro Street was completed, and handed over to the Board. It is practically a new building, though a portion of it is the old Albro School building restored. It has cost us a little over $42,000. It has ten large departments, a library and a large and beautiful assembly hall, capable of seating about 400 people. The old building was in every respect unfit, and our citizens are to be congratulated that in one of our most congested thoroughfares we have one of the best school buildings in the city.

During the year we lost Compton Avenue school building by fire. The building and furniture were insured to the extent of $10,750, which was duly paid. It was a building containing te departments, and about 500 children in attendance. Halls were at once engaged, and the work of the children went on without much interruption. The Board took steps at once towards the erection of a new building. The old site,

after careful consideration, was not considered eligible, and it was thought best to sell the lots on which the old school stood and purchase other and larger lots. The old lots have not yet been sold, but there can be no doubt that a good price can be obtained for them in the near future. After most careful consideration the Board decided to erect two buildings, and purchased sites for the buildings on Oxford Street and on Chebucto Road. Plans were then asked for. Several were submitted, and after very careful consideration and inspection of different plans, the plans marked "Alta" were selected as being the best for both schools. We afterwards found that the plans were those of W. J. Busch, architect, of this city. Tenders were then invited for the erection of the buildings, and that of W. T. Harris was accepted for Oxford Street school, it being the lowest tender; the tender, including heating, was for $25,558. The building will be finished by June next. It will be a wooden building with four large rooms.

The tender of Marshall & Sons for $78,741 for the Chebucto School was accepted, that being the lowest (the amount does not include heating). It is of brick, will contain 14 departments, and an assembly hall, with library, teachers' room, and lavatories. The number of pupils that will be in attendance at the school when opened will not be less than 600, and owing to the rapid increase of population in that portion of our city we expect the number of pupils will soon be much larger. Since it was resolved to erect this building, fourteen houses have been built in close proximity to the school. The lot is large and will give a splendid playground to the children. When finished in December next, it will be the finest school building in the Province.

But, some might ask, why erect two buildings? Our reason was that it was found that over one hundred pupils from that part of the city were attending Young Street, St. Joseph's, St. Patrick's Boys', St. Patrick's Girls', and College Street Schools at considerable inconvenience, and that about one hundred more were prevented by distance from attending these schools. Thus they were compelled to attend the schools in their immediate neighborhood, although these were already overcrowded.

It was, therefore, considered advisable, seeing that the additional accommodation was actually needed to build a four-room school at Oxford Street, to take the place partly of Maryville School, thus merely continuing the policy which had always been productive of so much harmony in the public school system of Halifax.

The increase of population in connection with the new industries that are happily springing up in this part of the city, makes all the extra school accommodation necessary.

Teachers.

A petition was sent to the Board from the lady teachers for increase in their salaries, owing to increase in expenditure of living. There seemed to be a general feeling among the citizens that the prayer of the petition hould be granted. The Board, however, considered the matter on its merits, and though not granting all that was asked for, gave an increase that seemed to be fair and reasonable.

The teachers of our different schools have given the utmost satisfaction. We may congratulate ourselves on having our children under the care of a band of competent, faithful and conscientious men and women. We have in all 168 teachers now in the employ of our Board, and they receive in salaries $94,750.00, an increase of $6,750.00 over the previous year.

We also increased some of the teachers' salaries in our Academy; this increase was to the extent of about $1,100.00.

Evening Schools.

We opened evening schools in the month of December—one in Alexandra School, one in Acadian School, and one in Bloomfield Street School. The attendance was very good at the beginning in all the school , but gradually fell off in Acadian and Bloomfield, but continued good to the close in Alexandra School. These schools are doing a splendid work among those who cannot attend our day schools, and should be encouraged. The Commissioners visited them from time to time, and some of them offered prizes for the encouragement of the pupils.

Medical Inspectors.

Drs. Campbell and Woodbury, our Medical Inspectors, gave every satisfaction to the Board. Their work was done faithfully. The report of their work, published in the Annual School Report, will be read with much interest.

The Supervisor.

Our popular and most efficient Supervisor, it is well known, has given the best part of his life to our schools. His very being seems wrapped up in the proper education of our boys and girls.

During our last year he entered upon his 27th year of faithful service. The citizens of Halifax, realizing his worth, and desirous of assuring him of the appreciation of his work in the past, felt that it was their duty to present him with some token of their esteem, and a purse containing $500 in gold, with an address, was presented

publicly to him by the citizens in the City Council Chamber, to which the Supervisor made a feeling reply. The chamber was filled on the occasion with the Supervisor's host of friends, and suitable speeches were made by leading citizens.

I beg to append herewith the address read on that occasion.

The Board also granted the Supervisor three months' leave of absence, and presented him with a cheque for $300 towards expenses of visiting schools while away. The Supervisor visited many of the best schools of the United States, and may be expected to give us the benefit of his observations at an early date.

The Board.

I beg to refer to the painstaking care and interest displayed by each member of the Board during the year. Nothing was done without the utmost consideration and deliberation of the Board.

I am confident each man on the Board realized the great importance attached to his work, and never allowed his own work to interfere with the public duty imposed on him by his appointment to the Board.

As Chairman of the Board, I am greatly indebted to them for their advice and counsel, and kind consideration during the year. One of the great regrets in leaving the Board was in severing such pleasant connection from gentlemen with whom one had been so pleasantly associated during the past twelve months.

I also desire to bear witness to the untiring zeal and faithfulness of our efficient secretary, Mr. Wilson. No worthier or more capable man to-day fills the position to which he is called. The Board looks to him continually for information and advice, and they know they are safe when they act on his judgment. Such officers as Mr. Wilson are rare.

The Board is to be congratulated on the efficiency of all its officers.

Home Life.

I must not close my report without referring to the incalculable value of a good home life in the education of our children. Home is a divine institution, and home influence is the greatest in the world. Our best school teachers after all are, or ought to be, the mothers of our boys and girls. Of what avail are the lessons learned in the schoolroom, if the high ideals aimed at and inculcated there are dissipated by the life at the home.

We want good mothers—all great men have owed much to their mothers, and like Carlyle, Kingsley and others have been proud to say so. We believe that the girls now educated in our schools will make the kind of mothers that the home needs; if not, a large part of our work will have failed.

In conclusion, let me say that I trust our work for the year may meet with the approval of the citizens of Halifax, and that they may continue to be as willing in the future as in the past to provide for the education of their children, and realize that education is but the development to the fullest extent of the capacities with which God has endowed us. Then only shall we be fitted for all circumstances, or know how to fit circumstances to ourselves.

I think it is Edward Bellamy who says: "There are three main grounds on which our educational system rests: *First*, The right of every man to the completest education the nation can give on his own account as necessary to his enjoyment of himself. *Second*, The right of his fellow-citizens to have him educated as necessary to their enjoyment of his society. *Third*, The right of the unborn to be guaranteed an intellectual, refined parentage."

Respectfully submitted,

J. JOHNSTONE HUNT, *Chairman*.

A.

Year ending May.	(1) Estimates. (2) Per cent. of Increase.	School Year ending June.	(1) No. pupils enrolled. (2) Av. attendance.	Average cost per pupil enrolled.	Cost per pupil average attendance.	Increase per cent. in Hx Schools.	Decrease per cent.	Cost per pupil Av attendance in N. Atl. States.	Yrly Increase p.c. in said Schools.	Chairmen Halifax School Board.	Some of the Improvements noted in the Chairmen's Reports.
1895	$98200	1894	7412 5001	$13.24	$19 63	..	11.5	$26 84	2.4	Stewart ..	Le Marchant St. School, 2 new rooms. Academy, laboratory St. Patrick's Home taken over. Cadet corps establshd.
1896	102700 4 5	1895	7524 4863.9	13.61	21 11	9.0	....	28 45	6 0	Redden ...	National School closed. Young St. School, 2 new depts. St. Ptks Boys', upper storey rebuilt, hot water heating. Mr. Anderson truant officer. Domestic Science Sch. opened.
1897	103800 1.1	896	7669 5251.6	13 53	19 76	....	6.3	28 77	1.1	Faulkner..	Academy site enlarged Morris Street School, 2 rooms Compt. Av. School, 2 rooms.
1898	106550 2 6	1897	7883 5369	13.51	19 84	0.4	....	29 34	1.9	Geldert ...	Beech St. School improved. Smead System condemned in Alexandra School.
1899	108550 1 8	1898	7930 5528.6	13.68	19 63	....	1.0	29 28	0.2 Dse	Boll	Science teacher appointed in Academy. Domestic Science additional teacher.
1900	113620 4.5	1899	7956 5587.5	14.28	20 33	3.5	....	31 82	8 6	Wood	Alexandra School, hot water system. College St. School. New Manual Training Bldg.
1901	111700 1 6 Dese	1900	7988 5439.5	13.98	20 53	0.9	...	33 70	5.9	Chipman..	Quinpool Rd. Sch. built. Maynard Street School closed. School flags.
1902	114100 2.1	1901	7782 5474 2	14.66	20 84	1.5	....	33 39	0 9 Dse	MacIlreith	Academy Commercial Course established. Sinking Fund utilized.
1903	120100 5.2	1902	7812 5266.	15.37	22 80	9 4	....	35 19	5 3	Hoben	St. Joseph's School built, also St. Mary's Boys'. Alexandra Sch., grounds enlarged: also Academy site. Sanitation in Compt. Av. and St. Ptk's Boys' Sch. improved.
1904	122400 1.9	1903	7870 5411.	15.55	22 62	....	0.7	36 75	4.4	Taylor	Bloomfield Sch., 2 new rooms. Sanitation in Bloomfield and Young St. Schools improved.
1905	126950 3.7	1904	8149 5863.	15.57	21 65	....	4.2	38 50	4.7	McManus.	St. Patrick's Girls' High School. Le Marchant St. and Albro St. Schools repaired. Vacation Schools.
1906	133000 4.7	1905	8315 6145.	15.99	21 64	....	....	39 90	3 6	Barnstead	New roof on Alexandra and Young St. Schools. Extensive repairs Academy, Morris St. and Le Marchant St. J. Howe School. Salaries increased. Med. Insp., &c.
1907	141900 6.7	1906	8477 6247.	16.73	22 71	4.9	...	No statistics any later.		Hunt	Further improvements. Work begun on Oxford and Chebucto Schools. Teachers salaries increased.
1908	152300 7.3	1907	8440 5993.	18 04	25 41	11.9	...			McKenzie.	Commercial Dept St. Patrick's Girls' High School. Additional teachers St. Joseph's and Bloomfield Schools.
1909	165756 8 8	1908	8596 6081.	19.28	27 24	7.2	....			.....	....

From 1895 to 1906 increase of cost on average attendance in North Atlantic States.... 48 p.c.
" " " " " " " Halifax..... 10
" " " " " " enrolled " " 20

From the tables given above it will be seen that while in the common schools of the North Atlanaic States the increase per pupil in average attendance was 48 per cent.; in Halifax, for the public schools, the increase was only 10 per cent. It may also be noted that in Halifax the increase for *enrolled* attendance was only 20 per cent., and for the *estimates* 35 per cent., showing that, as compared to the North Atlantic States, the Halifax School Board was as careful of the public money as circumstances and justice to the public interests would allow.

As there is a school year ending in June, a financial year ending in May, and a Commissioners' year ending in October, the above estimates of costs might have been made in three different ways, all substantially correct.

B.

FACTS AND FIGURES RELATING TO SCHOOLS.

In the schools of the *U. S. as a whole* the cost per pupil rose from $19.38 in 1898-9 to $26 27 in 1905-6—seven years ..... 35 %

In *Halifax* in the same years the average per pupil for all grades was from $13.86 to $15 99 ..... 17 "

In the Common Schools of the *United States* the average expense per day for each pupil for salaries in 1905-6 was ..... 10 cents
" " " " all purposes " ..... 17.4 "

For the same year in *Halifax* for salaries ..... 6 "
" " " " all purposes ..... 10 "
" " *Massachusetts* for salaries ..... 13 "
" " " " all purposes ..... 24 "

In the Common Schools of the *United States* in the same seven years the salaries of Male Teachers went up ..... 24 %
" " " Female " " ..... 14 "

In *Halifax* " " " Male " " ..... 6 "
" " " " Female " " ..... 10 "

	Population.	High Schools.		Elementary.		Per Teacher, Pupils.	No. of Teachers
		Principals.	Teachers.	Principals.	Teachers.		
Holyoke	48000	$2400	$921	$1321	$607	32	221
Brockton	43000	2100	940	1128	557	39	204
Haverhill	38000	2300	908	869	528	31	186
Salem	37000	2500	982	931	570	34	157
Chelsea	35000	2800	916	1069	552	45	152
Malden	36000	2400	960	1180	585	36	197
Halifax	45000	1330	935	905	480	53	167

Increase in cost of U. S. *North Atlantic* from 1896 to 1906 ..... 40 %
" " *Halifax* " " " ..... 29 "
" " *Massachusetts* " " ..... 51 "

Halifax Schools at the Massachusetts rate would cost $264,140
1906. Total cost of Schools per capita of pupils in attendance, av. Mass... $47 13
" " " " " " " Halifax 21 29
1908. Cost per pupil on number enrolled, Halifax 17 71
" " " " Truro 17 44
1907. " " " Dartmouth 14 44

1898 to 1908. Halifax Schools—increase of Teachers, 25; of pupils 666
" " " " Teachers salaries $2270

To educate each pupil Halifax is assessed on $3331
" " Truro " 2140
" " Dartmouth " 1696
" " Kings " 1142
" " Nova Scotia " 1020

School rate in Halifax City is $.44; in Colchester, $.63; in Pictou, $.74; in Halifax Co., $.87; in Shelburne Co., $1.26.

C.

FACTS AND FIGURES COMPILED BY REQUEST OF TEACHERS COMMITTEE IN 1907.

Hamilton, Ontario, population 54,030—
School Report, 1905, p. 125. Expended on schools $195,025.
" " 1905, pp. 20, 125. Cost per pupil $21.88.
" " 1905, p. 119. Salaries of female assist. teachers from $350 to $750.
An increase of over 30 p c. in three years.
Rate of taxation in Hamilton in 1902 was $2.00 per $100.00.

Ottawa, population 67,572, Report 1906, p. 305—
Cost per pupil, $26.01.
Salaries of females (second class) $400 to $720 (of first class) $480 to $800.
Increase of salaries from 1902 was 40 p. c.

London, Ont. (1902), population 40,100—
Assessable property $18,994,000.
Total taxes $470,000, rate $2.42, School tax $116,000, per pupil $21.76.

Toronto (1907). Salaries of female assistants $400 to $850.
" (1903). " " " 400 to 675. Increase 25 p. c.
Average salary of female assistants, 1903, $600.
(Janitors get from $7 to $8 per room, or from $128 to $1464 per year).

Montreal, Report 1906, pp. 6, 26—
Cost per pupil $31.29. Halifax in 1906, $15.99.

St. John in 1902—
School tax $0.35 on the $100.

Manitoba—
Average salaries in cities and towns, $666.55.,

British Columbia—
Average salaries of female teachers in whole Province, $750.

School Journal, 6 July, 1907. "The average New England towns spend 40 p. c. of their taxes on education."

In Philadelphia the *minimum* salary in elementary schools is $520.

School Journal, 20 Oct , 1906. "In New York City a woman in an elementary school starts at $600 and reaches $1440."

Relative school rates made five years ago—Ottawa, $100; London, Ont., $86.92; Toronto, $86.15; Halifax, $73.84.

As a result of their superior education the wage earners of Massachusetts earn more than an equal number of laborers in any other state—enough *extra* to pay nearly double the *entire* cost of their schools. No investment pays better than sanitary, beautiful schoolrooms and superior teachers.

In a certain Canadian town, just now engaged in a civic contest, the labor representatives, assembled at a public meeting, unanimously laid down as No. 2 of their platform, "A more economical administration"; but also as No. 4, "That the *highest possible standard* be *maintained* in the *schools*.

Educ. News, 11 Dec., 1908. Lloyd George, Chancellor of the Exchequer (who is likely to be the next premier of England), is credited with the following sentiments:

"In England during the last five years the local rates for schools in the county boroughs had increased 32 per cent., and in the non-county boroughs 83 per cent The same tale can be told of Scotland, though perhaps not to quite the same extent of increase. It was the local authority [the people] that forced the pace as far as the quality of education was concerned. An enlightened committee thought education a good investment. In the long run the cheapest education is the costliest. The increase was due to the fact that the locality realized the value of education and spent money on it."

ADDRESS PRESENTED TO SUPERVISOR McKAY.

To ALEXANDER McKAY, ESQ., *Supervisor of Schools for the City of Halifax*:—

SIR,—On behalf of the citizens of Halifax we desire to congratulate you most heartily upon the completion of fifty years in the teaching profession, and we wish to express our appreciation of the great service which you have rendered to this city during the twenty-six years you have been a member of its educational staff.

Your interest in the educational welfare of this province and the influential part which you have taken in the educational associations of Nova Scotia and of the Dominion, have been noted with pride; and we believe that the city has received much benefit from your practice of seeking for information as to the most progressive and enlightened educational practices not only in Canada and the United States, but also in Great Britain.

Under your skilful direction and wise supervision the schools of the city have, since 1883, the year of your appointment as supervisor, increased in number from 20 to 26, the teachers from 98 to 164, and the enrolled pupils from 6,180 to 8,998. Your zealous advocacy was mainly responsible for the establishment of the manual training and domestic science schools, for the adoption of the Compulsory Attendance Act, for the formation of a teachers' pension fund, for the success of the evening schools and the vacation schools, and for the introduction of medical and dental inspection.

You have faithfully striven to bring the school organization of the city to the highest possible state of efficiency, to secure a staff of highly qualified and efficient teachers, to introduce better methods of instruction, to improve the school accommodation, and to provide throughout all the branches of the service a spirit of harmony and of devotion to the highest interests of education.

In the discharge of the delicate duties of your position you have been tactful and considerate, and yet you have fearlessly advocated any radical action which seemed necessary for the advancement of education.

We rejoice that our schools stand high in the esteem of all classes and creeds, not only in this city and province, but elsewhere, and we believe that to you much of the credit for this happy state of affairs should be given.

The citizens appreciate your active participation in other movements making for the moral and social amelioration of our city and on their behalf we thank you for your services in these directions and particularly for what you have done for the Victoria School of Art and Design.

Notwithstanding the multitude of varied and exacting duties which have fallen to your lot we rejoice to note that your "eye is not dimmed nor your natural force abated," and we fervently hope that for many years to come the city may receive the benefit of your counsel and wise direction in the management of its educational affairs.

II.—SUPERVISOR'S REPORT.

To the Board of School Commissioners for the City of Halifax:

Gentlemen,—I have the honor to submit herewith my report on the Halifax Public Schools for the year ended July 31st, 1908.

STATISTICAL TABLES.

Conspectus.

Kind of School.	No. of Depts.	No of Teachers and Class of License.
Academy	9	4, Class A. 3, Class B. 1, Class C. 1, Unlicensed Assistant—Specialist in Drawing.
St. Patrick's Girls' High School	3	2, Class A. 1, Class B.
Common*	144	9, Class A. 69, Class B. 64, Class C. 2, Class D.
Kindergarten	1	1, Class C.
Reformatory	4	3, Class C. 1, Unlicensed Assistant.
Manual Training	3	2, Class B. 1, Specialist in Domestic Science, Diploma South Kensington, Eng.
Drawing	1	1, Class B.
Total	165	

*Included in the common schools are four high school departments, one at St. Patrick's Boys' School, one at Morris St. School, one at Alexandra School, and the other at Bloomfield School. The more advanced boys from College St., St. Mary's Boys' and Young St. Schools are expected to grade into the High School department of St. Patrick's Boys' School.

The number of pupils in the Academy became so large that it was found necessary, in justice to the teachers and pupils, to open high school departments for Grade D in Morris Street, Alexandra and Bloomfield Schools. These schools are expected hereafter to prepare their pupils for Grade X in the Academy.

These Grade IX departments in the common schools are provided with teachers of the highest qualifications. The number of pupils not being excessive they receive in most subjects more individual attention than they could receive in the Academy. They are nearer their schools and can attend more regularly, so that there are less time and energy lost. As might be expected, the examination results are most favorable.

There is, however, another important advantage gained in having these supplementary departments. It happens very frequently that some of the best pupils fail for various reasons in their examinations. To require them to repeat the work of Grade VIII in company with younger pupils means loss of interest. If they are given a chance in Grade IX, the previous failure acts as a stimulus which often places them in advance of those who succeeded the year before.

If those who have failed are known to be unfit for Grade IX work they are allowed to enter any other Grade VIII class, so that they may have the advantage of having the various topics of the course of study presented from new points of view and in different surroundings. Thus their interest and self-respect are preserved.

The following table shows the number of teachers in each school under the various classes of licenses:

School.	Class of License.				Unlicensed	College Graduates	Totals.
	A.	B.	C.	D.			
Academy	4	3	1	.....	1	5	9
Acadian	...	.....	2	1	....	....	3
Africville	.....	....	..	1	....	....	1
Alexandra	1	7	6	...	....	2	14
Bloomfield	.....	3	5	.....	....	3	8
College Street	1	2	5	...	....	....	8
Compton Avenue	1	6	3	...	....	2	10
Good Shepherd	....	...	1	.....	....	...	1
Industrial	.....	.....	1	....	....	....	1
Joseph Howe	1	7	2	.....	...	1	10
LeMarchant Street	.....	1	3	.....	....	....	4
Manual Training	....	2	....	.....	1	....	3
Maryville	.....	1	1	.....	....	....	2
Morris Street	1	9	2	....	....	1	12
Prot. Orphanage	.....	.....	1	.....	....	....	1
R. C. Orphanage	.....	2	1	....	....	...	3
Quinpool Road	.....	5	1	....	....	....	6
Richmond	.....	2	2	...	....	....	4
St. Joseph's	...	2	5	....	....	....	7
St. Mary's Boys'	1	3	4	.....	....	1	8
St. Mary's Girls'	1	5	4	....	....	...	10
St. Patrick's Boys'	2	5	5	....	....	....	12
St. Patrick's Girls'	2	6	7	....	....	....	15
St. Patrick's Home	....	...	1	....	1	...	2
Tower Road	.....	2	2	...	....	....	4
Young Street	.....	2	4	...	....	....	6
Special Drawing Teacher	...	1	....	.....	....	....	1
Totals	15	76	69	2	3	15	165

It will be noticed that there were fifteen teachers who held the highest license. Of these, eight held college degrees. There were also seven other college graduates, fifteen in all, a very great improvement upon former years.

Those who become teachers should have a thorough professional training—at least two or three years devoted to the study of child nature, the history of education, and practical work in school methods and management. Teaching will not take its proper rank as a profession equal to the other learned professions until it devotes as much time to special preparation as they do. But this cannot be expected with low salaries and defective tenure of office.

In the meantime we must, without much opportunity for selection, accept untrained or partially trained teachers—those who have been three years in the Academy, or who, in addition to this, have spent four years in college, or perhaps only a few months in the Normal School.

All things being equal we should expect, and we do obtain, better average results from college graduates than from those whose scholarship merely enabled them to obtain a class "C" or "B" license. There are, of course, a very considerable number of these who from natural tact, or who after a few years' experience become superior teachers. Skill gained by experience, often at considerable cost to teacher and pupils, may have some advantages over skill gained by easier methods.

TABLE I.

ABSTRACT OF TEACHERS' RETURNS OF THE COMMON SCHOOLS, KINDERGARTENS AND REFORMATORIES FOR 1907 AND 1908.

		1907	1908	Increase.	Decrease.
Male.	A. (Academic)	8	7	.....	1
	B. (First class)	6	6	.....	.....
	C. (Second-class)	2	2	.....	.....
	D. (Third-class)	1	1	.....	.....
Female.	A (Academic)	2*	2	.....	.....
	B. (First-class)	62*	63	1	.....
	C. (Second-class)	63	66	3	.....
	D. (Third-class)	4	1	.....	3
	Male	17	16	.....	1
	Female	131	132	1	.....
	No. of Departments	148	148	.....	.....
Having Normal School Diploma		83	88	5	.....
No. of teaching days		206	209	3	.....
No. of pupils enrolled		8075	8269	184	.....
No. 15 years of age and over		264	371	7	.....
No. under 15 years of age		7811	7898	87	.....
No. of Boys		4004	4022	18	.....
No. of Girls		4071	4247	176	.....
Grand total days attendance		1168096	1216098	48002	.....
Average present daily		5707	5829	122	.....
Percentage of attendance		70.6	70.4	.....	0.2
No. of pupils daily present with each teacher on an average		38.5	39.3	0.8	.....
Cost per pupil		16.58	$18.30	$1 72	.....

*The High School departments of St. Patrick's Girls' School are omitted here.

In the common schools we have this year an increase of 194 in the enrolment, and 122 in the average attendance. The percentage of attendance, however, shows a slight decrease, owing no doubt to the fear that the pupils and parents had of compulsory vaccination, the existence of a few cases of smallpox, the inconvenience for four mo ths occupied in rebuilding Albro Street School, and the loss of Compton Avenue School by fire in December, 1907.

Fortunately the winter was exceptionally mild, which accounts for the slight increase in daily attendance. As compared with the year ending June, 1904, the increase was over 15 per cent.

TABLE II.

ABSTRACT OF HIGH SCHOOL GRADES.

	1907	1908	Increase.	Decrease.
County Academy:				
Grade D	147	114	.....	33
Grade C	111	125	14	.....
Grade B	107	88	.....	19
Totals	365	327	.....	38
High Schools:				
Grade D	116	203	87	.....
Grade C	29	44	15	.....
Grade B	19	27	8	.....
Totals	164	274	110	.....
Academy—Cost per pupil	$30 72	$38 00	$7 28	.....
High Schools—Cost per pupil	26 74	17 46	.....	$9 28

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TABLE IV.—ACADEMY.

PROVINCIAL EXAMINATION RESULTS.

Grade	1907				1908			
	No. enrolled.	No. applied for Exam.	Obtained Grade applied for.	Obtained some Grade.	No. enrolled.	No. applied for Exam.	Obtained Grade applied for.	Obtained some Grade.
D	147	83	74	74	114	64	53	53
C	111	71	55	69	125	85	62	80
B	107	66	47	65	88	62	48	60
Total	365	220	176	208	327	211	163	193

	1907	1908
Per cent. applying for examination	60	64
" of B's obtaining grade applied for	71	77
" of C's obtaining grade applied for	77	72
" of D s obtaining grade applied for	89	82
" of all candidates obtaining grade applied for	80	77
" of enrolled pupils obtaining grade applied for	48	49

The overcrowding of the "D" classes in the Academy was considerably reduced by the opening of a "D" class in Morris Street School.

The examination results, notwithstanding the fact that the examination was severer than usual, compare very favorably with those of the previous year, or with those of any other part of Nova Scotia.

TABLE V.—ST. PATRICK'S GIRLS' HIGH SCHOOL.

PROVINCIAL EXAMINATION RESULTS.

Grade.	1907				1908			
	No. enrolled.	No. applied for Exam.	Obtained Grade applied for.	Obtained some Grade	No. enrolled.	No. applied for Exam.	Obtained Grade applied for	Obtained some Grade.
D	49	22	15	15	54	24	5	5
C	29	18	13	17	39	23	7	10
B	19	15	13	15	27	13	5	11
Total	97	55	41	47	120	60	17	26

	1907	1908
Per cent. applying for examination	56	50
" of B's obtaining grade applied for	86	38
" of C's obtaining grade applied for	72	30
" of D's obtaining grade applied for	68	20
" of all candidates obtaining grade applied for	74	28
" of enrolled pupils obtaining grade applied for	42	14

The pupils of this school failed in reaching their accustomed high standard in the Provincial Examinations. They were handicapped by not having an available laboratory, and consequently no science, and much of their interest was necessarily diverted to the improvement of their new environment. In this way they may have learned what will be of more practical value to them than mere scholarship.

MISCELLANEOUS.

	No Examined for "D."	Number successful.	No Examined for "C."	Number successful.
St. Patrick's Boys' School	12	9	2	2
Alexandra School*	25	24	..	..
Bloomfield School	19	13	..	..
Morris Street School	28	20	..	..

*Only 22 pupils in Alexandra School were recommended for examination.

ACADEMY.

Principal Morton, naturally prudent and industrious, and supported by a very able corps of loyal assistants, has secured the goodwill of every student.

The students have attended faithfully to their studies, and have manifested their self-respect by their uniformly courteous and correct conduct, and by refraining from such foolish pranks as often bring discredit upon such institutions.

It is gratifying to find that this uniformly good conduct on the part of the students is apparently secured without effort on the part of the teachers. Those who exhibit a generous faith in their students are most likely to call forth in response their higher qualities.

G. R. Bancroft, B. A., the new teacher of science, is thoroughly devoted to his subject, and has been most successful in his teaching, especially in the chemical laboratory.

We have not heretofore made sufficient allowance for the fact that the additional work required of the teacher in preparing material and apparatus for a lesson in science is very great, requiring much time both before and after the lesson.

The preliminary training in physics and chemistry given here will be of great value to the boys taking the courses in the new Nova Scotia Technical College.

Every day technical training founded on a knowledge of physical science, is becoming more and more important to our high school pupils. Science is the modern logic that has, within the last century, not only given us most of the real knowledge of this world that we possess, that has taught us the true way to investigate and discover new truth, but has made possible a very large share of all the material comforts which civilized nations enjoy.

Scientific training, if properly pursued, develops the power of observation, cultivates the hand and eye, and exercises the reason and judgment. The student is incidentally taught to acquire unwearying patience, courageous acceptance of facts, and strict accuracy—all of which mean a mastery over nature and success in the struggle for existence. But more than this, science, while tending to free us from injurious prejudices, cultivates the aesthetic imagination and thus enables us to enjoy the leisure of life.

Academy Annual.

For several years the students of the Academy have been publishing a paper entitled the "Academy Annual." It is illustrated and contains an account of the distribution of prizes, personal items regarding former and present students, and a large number of essays and poems, nearly all written by the students.

These first efforts at real literary work are of the very greatest value in developing literary skill. Their educative effect is more general than might be supposed, for a very considerable number compete for the honor of appearing in print.

The "Annual" for this year excels any former issue in size, merits of contents, and the number of copies demanded by the public. The money realized from its sale is useful in supplying books for the Academy library, prizes, etc.

The Young Ladies' Club is a regular institution in the Academy and is under the supervision of the women teachers. It meets every Friday afternoon and has an interesting program of piano solôs, songs, recitations, essays and debates. It is of great value to the young ladies, especially to those whose opportunities for social development at home are limited.

It would be well if the boys had a similar club for the purpose of training them in public speaking. It is generally felt that there is not nearly as much attention given to this subject as it deserves,—not as much as in former times when declamation formed a much more prominent feature of school exercises than it does nowadays.

St. Patrick's Girls' High School.

The new building for the pupils of St. Patrick's Girls' High School has now been occupied for more than a year. It is one of the most convenient and beautiful school buildings in the city. The high school departments have been furnished with simple, adjustable desks of a pattern improved by the secretary and the caretaker.

Through the energy of the Principal, Sr. Evaristus, the assembly hall has been provided with an excellent piano, and the rooms and halls have been adorned with beautiful reproductions of masterpieces of art, and with choice plants.

The laboratory was required for the accommodation of pupils from Compton Avenue School, so that science teaching of any value was not possible. This was a distinct loss to those whose tastes led them in that direction.

The library is a fine room with a large, handsome bookcase well stocked with books for the teachers and pupils.

A commercial department has been provided, with Sr. Assissium as teacher. In this department there are twenty students, a large proportion of whom hold grade "B" certificates. Last year there were four graduates in shorthand and typewriting.

* * * * * * * *

Common Schools.

Alexandra School—This is the largest school in the city. There are 14 department , with 832 pupils enrolled, and an average attendance of 593. In the highest department there were 42 pupils, many of whom had not, before entering, satisfactorily completed the work of Grade VIII. It was felt, however, that their ambition would be aroused by giving them new and higher work, and that such capable and thorough teachers as Principal Butler and his assistant, Miss Marshall, could with safety be allowed to ignore the red-tape that might cause the pupils to lose one year, or leave school altogether. The results fully justified the action taken; for out of 25 students, who went up to the Provincial Examination, 24 were successful, thus placing the Alexandra "D" class decidedly in advance of every other "D" class in the Province.

Bloomfield School—The enthusiasm and energy of the teachers of this school, as reported last year, continued unabated.

College Street School—This school is becoming every year more popular. Without any neglect of the ordinary subjects of the curriculum, special attention is given to the cultivation of good manners and love for the beautiful. The classrooms are appropriately (not profusely) decorated, and everything about the building is kept scrupulously neat and clean. This attitude towards esthetics reacts upon the pupils so favorably that misconduct of any kind is almost unknown.

The girls of the Principal's department are much interested in conversational French, and show great facility in its acquisition.

Compton Avenue School—Owing to the loss of the building by fire the teachers and pupils have been subjected for over a year to very considerable hardships. They are located in five widely separated classrooms, some of them very inferior. The enrolment has been reduced about 40 per cent., and the attendance 50 per cent.

Morris Street School, re-enforced by pupils from Tower Road and LeMarchant Street schools, has two large Grade VIII classes, and 44 high school pupils. The subjects of study for these classes are apportioned to three teachers—Principal Blois taking Latin, Mr. Harlow taking Science, in which he specialized in his college course, and Miss Cunningham taking English literature, in which she is an adept.

Quinpool Road School has fully maintained its high standard of excellence. There is, perhaps, no school in the city that has done so much to interest parents in the school attended by their children. This was accomplished by means of a good library in actual use, and by children's concerts. The acting, reciting, etc., and the preliminary training for these concerts are effective means for social development. The citizens of this neighborhood have been getting good value for the money spent on assembly halls.

St. Joseph's School—The pupils of this school are particularly favored in having a beautiful school building, a fine playground and superior teachers in every department.

St. Patrick's Girls' School comes next to Alexandra School in the number of pupils. It had 120 high school pupils, and a successful commercial department. Sr. Evaristus, the Principal, who has recently won distinction in the London University examinations, teaches in the new high school building, and gives her attention more particularly to the high school pupils. The vice-principal, Sr. Cecilia, has charge of the other building, which she manages with tact and firmness, besides teaching her own classes with exceptional success.

St. Patrick's Boys' School—Mr. O'Hearn is a most devoted and skilful teacher, and a good Principal. He teaches two high school grades, "C" and "B." It might be expected that he would have as many boys as there are girls in St. Patrick's Girls' school. But he lacks that number by 166. The boys have gone to work. This tendency is seen everywhere. In the Academy about 60 per cent. of the students are girls. In the first grade of our public schools there are more boys than girls. In the tenth grade there are twice as many girls as boys, and in the eleventh grade there are three times as many. This fact should be taken into account in estimating present educational tendencies.

Joseph Howe School—The reconstructed Albro Street school, now called the Joseph Howe school, is a very great improvement on the old building. W. R. Barss, B. A., resigned his position in the 2nd department after one year's service. He is a good scholar, gentle and firm, and a superior teacher.

Medical Inspection.

When we compel a child to go to school, we are morally bound to protect that child from contagious diseases, from physical defects caused by improper seating, lighting, ventilating, from want of physical exercise, and from over-pressure in study.

The nation's health in the future depends directly upon the care taken of the children. It is, therefore, in the public interest that each child shall be informed as to remediable physical defects under which he is suffering, and that he shall be compelled with or without public help to remedy them.

The school is the most effective and the cheapest agency by which the health of the children can be supervised and preserved.

The teacher should be well informed on all matters affecting the health of the children in school, and should be able to give them all necessary information regarding the laws of health generally. She should be able fairly well to diagnose children's diseases which are likely to come under her observation in the school room. She should know the best movements in physical drill, and be required to make all her pupils practise them for a few minutes daily.

Now it is generally recognized that all this cannot be done without the help of duly qualified medical advisers. The physician must be a part of the school system to which the parent and the state entrusts the child. He should have supervision and a certain control of all those questions having to do with the physical welfare of the school child and the guidance of those means best calculated to secure the best conditions of health.

I have found the medical inspectors of our schools to be deeply interested in this new phase of professional work. I would recommend that they should more and more, as opportunity offers, train the teachers to become their efficient assistants. This can be done by courses of lectures, and by placing in every schoolroom a good textbook on the subject.

An important step has been taken by the educational authorities in requiring from every teacher, within the next three years, a certificate of having taken a course in physical drill.

Nearly all pupils in rural schools have fairly good physical conditions and a variety of physical exercises in connection with farm life for the development of energy and resourcefulness. To give our city pupils as good a chance in this respect as country pupils possess, two things are necessary: First, compulsory physical

exercises, organized games, and perhaps for high school boys, military drill; and secondly, manual training every day for the sake of muscular exercise, as well as for the training of the hand and eye.

Irregular Attendance and Truancy.

On account of the strong objections that parents had to compulsory vaccination, and owing to their fear of diphtheria which became so prevalent, the duties of the truant officer were more than usually difficult and perplexing. He did all that could be done in the circumstances to keep the attendance up to the mark.

There are frequently cases in which compulsory attendance is a doubtful good. When children are in delicate health or badly nourished, mental work in a badly ventilated room is not conducive to the present or future happiness of the individual, nor to the well-being of the state. When a boy or girl is about 13 years of age, the only help of a widowed mother who has to go out to work to procure the most meagre necessities of life for three or four younger children, the man who would speak harshly to her must be heartless. The woman with a drunken husband is in a still worse plight. And, yet, these are but types of cases which often meet the truant officer.

In such circumstances, working faithfully to help in the home, develops more character and better citizenship than the drill of the schools, valuable though it be. The state or some social or Christian organization should make it possible for all children to get the required minimum of education without doing violence to their better feelings.

The truant officer submits the following report:—

To the Board of School Commissioners for the City of Halifax:

Gentlemen,—I respectfully submit for your information a report of my work as truant officer for the year ending July 31st, 1908.

During the months of June, July and August, I made an enumeration of all children in the city between the ages of six and sixteen.

During the year I visited all factories where children are employed, and found the Act respecting the employment of children satisfactorily carried out.

I would respectfully call your attention to the great number of school children who are habitual cigarette-smokers. Something should be done to remedy this evil.

The Table presented in this report gives in detail the work done during the year.

Respectfully submitted,
R. J. Anderson, *Truant Officer.*

Halifax, 18 Jan., 1909.

Month.	No of Children reported for Truancy	No of Children reported for Irregular Attendance.	Cautionary Notices for Truancy.	Cautionary Notices for Irregular Attennance.	Notices to Principals for Second Report.	Second Reports for Irregular Attendance.	No. of Parents summoned before Executive Committee.	N. of Parents summoned before Magistrate.	No of Parents Fined	No. of Children summoned before Magistrate.	No. of Children sent to Industrial School	No. of Children sent to St. Patrick's Home.	No. of Children senteced on Probation.	No. of Children found on Street and taken to School.	No. of Children from 6 to 16 yrs. of age found by Enumeration
1907															
September	45	52	8	35	18	2	....	....	.	1	1	1	....	14	....
October	37	62	19	59	59	3	....	....		4	2	....	....	5	....
November	33	56	18	55	56	9	...	....	.	8	1	3	...	8	....
December	5	19	4	23	29	3	14	....	.	....	....	..	....	7	....
1908															
January	10	29	4	23	40	4	....	1	1	2	....	....	....	10	....
February	19	24	3	24	23	9	7	1	1	5	....	....	....	4	....
March	17	32	2	29	17	8	8	....	..	3	3	....	....	3	....
April	16	45	4	34	48	15	....	1	1	2	1	....	....	7	....
May	25	34	10	49	42	5	27	....	.	5	1	3	....	....	....
June	22	16		2	3	5	....	4	3	....	....	....	....	....	....
Totals	229	369	72	333	335	63	56	7	6	30	9	7	14	58	8191

School Exhibits.

The Halifax schools had a large display of exhibits at the Provincial Exhibition this year. In quality they excelled those of any former year. Where all were so good it is difficult to discriminate. Those that seemed to attract the most attention were the following:

Tower Road School—Nature and Pictorial Drawing, grades IV and V.

LeMarchant Street School—Vertical Writing.

College Street School—Original Designs.

Quinpool Rd. School—Penmanship, Collection of Butterflies, Maps.

St. Patrick's Home School—Mechanical and Object Drawing—superior. Copy Books. Woodwork, a fine display.

Young Street School—Nature Drawings in color. Clay Modelling, Book Cover Designs.

Richmond School—Good Designs in neutral colors.

St. Patrick's Boys' School—Penmanship.

St. Joseph's School—Drawing and Needlework.

R. C. Orphanage School—Drawing and Designing—a large exhibit all very good.

St. Patrick's Girls' School—Penmanship. Needlework—superior.

Maryville School—Nature Drawings—superior; large exhibit.

Compton Avenue School—Claywork and Natural History specimen Seaweeds, especially good.

St. Mary's Girls' School—Drawing, original designs.

Alexandra School—Drawing, original designs. Maps.

Technical Classes.

These classes are intended to make young lads and men more efficient in their daily vocations by training them in the fundamental principles of technical work, and by reviewing those subjects of a public school education bearing upon their work and which may have been neglected in their early education or since forgotten. These classes are directed by Principal Sexton of the Technical College, with the co-operation of the School Board. The School Board supplies the accommodation and pays one-half of the salaries of the teachers, which last year amounted to $545.75.

The following extracts from Principal Sexton's report of the year's work will show more clearly the character of the work:—

"This school has been more of a success than any of its promoters anticipated. The total registration in the classes was as follows:

	Enrolled.	Attendance.
Practical Mathematics	12	73%
Elementary Chemistry	11	67%
Architectural Drawing	30	76%
Mechanical Drawing	23	67%
Elementary Electricity	43	69%
English, 1st grade	20	69%
English, 2nd grade	24	64%
English, 3rd grade	19	60%
English, 4th grade	15	75%
Arithmetic, 1st grade	15	88%
Arithmetic, 2nd grade	17	65%
Arithmetic, 3rd grade	19	81%
Arithmetic, 4th grade	27	56%
Total	275	69.8%

"The fact that the attendance is not higher is due in several cases to men being obliged to leave town during the winter, whose names were not erased from the roll, and many absences were due to night work on the part of the student. As a rule, the men have been most eager to learn all they could out of the class they attended, and many have expressed to me their high appreciation of the advantages offered.

"Many of the students have agreed to tell others with whom they come in contact of the benefits which could be derived from the school, and get them to attend another winter.

"A few cases have come to my notice where men have received some advance in pay due to knowledge they had derived from the evening classes last winter. A case or two has also come to my notice where a youth has been able to change his occupation and enter another more congenial to his tastes from the knowledge obtained in the particular class which he attended. It seems as if the attendance next winter would be still higher than during 1907-8.

Yours truly,

F. H. Sexton."

Evening Schools.

There were four evening schools last winter,—one at Bloomfield school, taught by Mr. W. R. Barss; two at Acadian school, taught by Mr. Huggins and Mr. Doherty; and one for girls at Alexandra school in charge of Mr. R. L. Titus.

The girls were deeply interested, as shown by their excellent attendance and attention to their studies. Dr. Hunt, Col. Egan, and Prof. Murray visited these schools occasionally, and at the close presented several prizes to the best students.

Vacation Schools.

Vacation schools, conducted by Miss Margaret Brown, assisted by a committee of the Woman's Council, were opened at Bloomfield school, Grafton Park, and St. Mary's Girls' school. The teachers engaged were Miss Delahanty, Miss Ead, Miss Mary O'Brien, and Miss Clark.

There was a very large enrolment of pupils who attended fairly well, often bringing with them their younger brothers and sisters. They enjoyed the games, the raffia work, the reading of interesting stories, and the other devices used to give them innocent and healthful recreation away from moral contagion.

Those mothers who had sometimes to go out to work had the comfortable assurance that their little ones were safe and happy. These vacation schools, on which in other cities thousands of dollars are spent, help in a marked degree to lessen juvenile crime.

The School Board assisted in the payment of the teachers' salaries by a grant of one hundred and fifty dollars.

School Savings Banks.

There are Savings Banks now in several of our schools, viz.: Joseph Howe, Alexandra, Bloomfield, College Street, Compton Avenue, LeMarchant Street, Quinpool Road, Richmond and Tower Road schools.

The teachers of these schools are endeavoring to prevent the formation in their pupils of those spendthrift habits that lead so many people nowadays into misery and temptation, and to form those habits of wise economy and thrift that are one of the principal causes of success in life. This is one of the principal elements that enters into character building which should be, and is, the paramount aim of every faithful teacher.

Unfortunately, few parents give their children any correct idea of the value of money, or any discipline in the art of saving it. If children had to earn the money they spend they would have clearer ideas as to its value and use.

In Europe, where necessity compels more economy than it does in America, the authorities emphasize its value by making the

care of the school banks an important part of the school work. On the occasion of his jubilee, Pope Leo XIII gave a bank book and 100 francs to every boy and girl in a certain district, thus showing the value he attached to the inculcation of thrifty habits.

Fifteen minutes a week devoted to school banks during school hours is an agreeable diversion, and has some value as a business training both to teachers and to pupils.

Several interesting cases have been brought to my notice. There is one in particular in which a bright boy has already deposited over $80, saved from what he earned by work after school hours. He intends when he is old enough to take a course in the Medical College without reducing the somewhat slender home resources.

School Expenditure.

A glance at the tables in the school report, which give a comparative statement of attendance of the common schools from 1884 to 1907, will show that, between these years, while the number of pupils has increased only 38 per cent., the expenditure has increased 93 per cent. Why should the cost of educating a pupil have increased 40 per cent. in twenty-three years?

1. In 1884, the average number of pupils for each teacher was 58 instead of 53 as in 1907.

2. In 1884, the school accommodation was entirely inadequate. Since that time it was absolutely necessary to build 12 new school-houses, containing an aggregate of 97 departments. In 1907 and 1908, two other new schools with 18 departments were added.

In 1884 there was but one assembly hall in our schools. Now there are six. The poorest town in the province would not nowadays think of building a large school-house without an assembly hall.

The hallways and caprooms in our new buildings are for the most part ample and convenient.

3. In 1884 the heating of the schoolrooms was almost wholly by stoves, while the hallways were left cold. The furniture was of poor quality. Now we have hot-water systems in 13 schools and modern lavatories in 15. The desks are more comfortable and the blackboards of the newest buildings are of slate.

4. The playgrounds of several schools have been enlarged.

5. In 1884 we had no Manual Training School. We have now a Mechanic Science teacher who trains over 200 boys every year, and two Domestic Science teachers with 200 girls learning the fundamental arts of the home.

6. In 1884 there was a large bonded debt without any provision for its payment. This debt has increased, but there is now a sinking fund of over $5000 a year to meet it—still inadequate, however.

In 1884 there were but four teachers in the Academy and not 100 pupils. Now there are eight teachers and over 300 pupils.

8. We have now two Commercial Departments, a Director of Drawing, a Truant Officer, and two Medical Inspectors.

9. Our teachers are now of a higher grade. In 1884 we had in the Common Schools not a single college graduate; now we have 10, and 83 Normal School graduates. Higher qualifications mean better work, and of course, higher salaries.

10. During the time under consideration, the cost of living has advanced, variously estimated by experts, from 25 to 40 per cent. The wages of housemaids, of artisans, the salaries of clerks and government employees, the fees and salaries of professional men have all advanced in like ratio. Why not the salaries of teachers also?

Probably I have said enough to show not only why the aggregate cost of the schools is greater, but also why the average cost per pupil has increased, and to show further that we are getting value for the expenditure.

Some one may ask whether this increase of expenditure is likely to continue indefinitely. According to present appearances there is no reason to think that the per capita expenditure should increase but very little for several years. The present adjustment of teachers' salaries is likely to be fairly satisfactory for some time unless the cost of living goes still higher. With the exception of some more accommodation for Bloomfield school, possibly a new building in place of the present Tower Road school, and another teacher in the Mechanic Science department, no serious additional expense may be expected for years.

In respect to per capita increase of school expenditure, Halifax is not peculiar. Indeed, in that respect, Halifax, with one exception, has been more careful than any other city of the same size in Canada or the United States.

In the North Atlantic Division of the United States (all the rural school schools included) the increase on the *per capita* of attendance for the years from 1884 to 1907, was 120 per cent.; in Halifax (no rural sections included) it was only 40 per cent.

In the last Report of the Commissioner of Education for the United States, we are told that "more money is being paid each

year per pupil for instruction, and, in fact, for all purposes. The increase in cost of operation from year to year undoubtedly has been influenced by the general economic conditions of the period, the increased cost of materials, &c., but the most significant deduction to be made from the facts noted is that teachers are receiving more money from year to year. The figures show also marked increases in the matter of the value of grounds, buildings and equipment."

Prof. Thorndike, one of the ablest educationists in the United States, tells us in his preface to the U. S. Report that a generous provision of teachers, and good salaries, are closely connected with the retention of a high percentage of pupils through the high schools, which being interpreted, means greater efficiency and interest in school work.

What is true of the North Atlantic States is true for all the progressive towns of Canada.

A distinguished English educationist after having been shown through the beautiful classrooms, well-equipped laboratories, well-stocked libraries and ample playgrounds of a certain school, asked in astonishment: "And do you ay that all this is free to all the people, and supported by self-imposed taxes upon all the people?" "Yes," was the reply, "and it is a tax which is voted without dissent, and of which no one ever hears."

It is better and saner to erect ample school buildings surrounded by ample playgrounds, and officered by thoroughly trained teachers than to maintain criminal courts, jails, hospitals, and asylums.

The above statements serve to show that the growth of school expenditures has not been abnormal. It has been thoroughly sane, and as compared with that of other similar cities, very moderate. If we make a forecast for four years or more we have no reason to apprehend a serious increase.

The expenditures were always carefully and intelligently considered and approved by a majority of the aldermen occupying positions on the School Board.

All the school commissioners are in every sense as responsible to the people as the aldermen are, six of them being elected aldermen by the people and six appointed by the peoples' representatives, and all holding their positions during the term of their appointment. To say that there is in all thi the slightest violation of the principles of responsible government is to misapprehend what is meant by responsible government.

The direct election of school commissioners *ad hoc* by the people, as in rural school sections, is, on principle, a correct method, but in practice the result is often unsatisfactory, for it is difficult to get suitable men to submit to the inconvenience of an election contest.

The management of schools has become so specialized that it is often unsuccessful in the hands of a committee taken from a body of men elected for the most diverse duties. This method was tested in all the towns of Nova Scotia and failing to give satisfactory results had to be abandoned for the present method as in Halifax, except that the aldermen have a majority of one, as in our present School Board.

Brief Notes on American Schools.

Through the kindness of the School Board I was able last May and June to make short visits to a few schools in Boston, New York, Washington, Chicago, Los Angeles, Berkeley, Stockton, Seattle and Victoria, and to meet some educationists in Vancouver, Winnipeg and Detroit, besides attending the meetings of the National Educational Association at Cleveland, three sessions a day, for a week.

School Buildings and Equipment—Nearly all the school buildings that I saw were large, substantial, and beautiful,—a few of them particularly fine costing from $300,000 to $850,000. Even the smaller buildings are well constructed, having large hallways and classrooms, all finished in hardwood. A few first-class pictures, and very often pieces of statuary adorn the corridors and classrooms. Very great attention is paid to ventilating systems, which, in some cases, work automatically in preserving the proper temperature and moisture. The stairways are broad and fireproof. The large and well-lighted basements contain gymnasiums, lunch rooms and work shops. Several schools have bath rooms and even natatoriums. The mechanic arts and polytechnic schools are fitted up most elaborately at great cost.

The pupils seem to take as much interest in having the rooms and halls neat and tidy and the desks undefaced as if they were their personal property.

School Discipline—In every classroom that I visited, with one exception, the order seemed ab olutely perfect. The pupils were so courteous, so attentive, or so absorbed in their work that the question of keeping order did not arise. The relation between teacher and pupils was most cordial and delightful—the pupils eagerly seeking light and information, and the teachers gladly

supplying the conditions that enabled the pupils to experience the joy of being able to obtain it by their own efforts.

Of course the schools that I visited were the best; but I was informed that in the schools generally, even in the poorer sections of the cities, corporal punishment is very rare. The exceptional school to which I referred, in which the discipline seemed to be a matter of concern to the teacher, was made up of the children of wealthy people.

Physical Drill—Nearly all the pupils spend 80 or 90 minutes a week in formal physical exercises. They are first examined by medical inspectors so that the special physical defects of each one may be remedied.

The older boys have a thorough course of military training. I was so fortunate as to witness the competition for prizes by the Boston School Cadet Brigade, consisting of 3 regiments and 43 companies. Two of the prizes offered were colonelcies in the regiments. The contest took place in the Mechanics' Institute, in the presence of 6,000 spectators, who had to pay an entrance fee. It was an inspiring sight, which was thoroughly enjoyed by the students.

Courses of Study—The relative values of the various subjects in their courses of study differ greatly from those in ours. Very much more time is given to English—for example, on an average, over two hours a day to English, and only 44 minutes to arithmetic. They believe with A. S. Draper, Commissioner of Education for New York State, that the backbone of our elementary work should be the English language.

The power of expression is so well developed that the pupils talk easily, clearly, fluently. Very little time is spent on formal grammar. It is believed that facility in the use of good English is gained through imitation, memory and practice, and not through technical "make believe" grammar. It takes some time, however, for teachers who have fed on grammar to learn definitely that it is poor food for language development.

In the study of English literature and other subjects most directly related to the pupils' environment, they very properly expect to find all that is necessary for the highest forms of culture. They emphasize the value of knowledge subjects such as history, geography and nature study. They make the course in arithmetic shorter and more practical by eliminating all the useless, antiquated topics.

In nearly all the schools which I visited, English literature seemed to be the subject in which they wished most to exhibit the attainments of their pupils.

High Schools—Superintendent Brooks of Boston reports that "there is a strong trend of public sentiment in favor of specifically vocational instruction in the high schools." I found this statement to be verified in nearly every city which I visited.

Professor Hanus, Chairman of the Massachusetts Commission of Industrial Education, while admitting that our public schools, both elementary and high, "are doing their work to-day better than they have ever done it," claims that "the schools provided by the public should meet the needs of all classes—those who are not going to college as well as those who are." "Our present provision for public education fails to accomplish the preparation for social efficiency which all public education should provide."

Educators everywhere are abandoning the now discredited doctrines of "di ciplinary values." Subjects are emphasized which relate to the life-interests of the child in terms of the social needs of the community.

One of the finest schools I saw was the Polytechnic High school of Los Angeles. There were over 2,000 students, the boys and girls about equal in number. One could not help noticing and admiring their fine physical development, mental alertness, and exemplary conduct. They had deliberately selected the polytechnic courses because they believed that they would be more helpful in enabling them to carry the burdens that circumstances might put upon them, and in solving the various problems of life, while, at the same time sufficiently equipping them for the sane and wholesome enjoyment of leisure. In the words of Cloudsley S. H. Brereton, of London, in his paper at the Cleveland Convention: Their motto was, "not mechanical proficiency, but enlightened dexterity; the acquisition of skill was subordinated to the acquisition of scientific principles; "An admixture of industrial training in the school itself, so far from being detrimental to pure culture, is, on the contrary, one of the most potent influences for its extension and advance. If the history of mediaeval education proves one thing, it proves that all education was originally technical and professional. If the school has no *practical objective*, the mere attraction of education in the abstract is an insufficient motive for keeping a boy at school against the ever-present temptation to make him a wage-earner. Special culture (which should, of course, be dove-tailed in with the more general culture), is the most precious a man can possess."

Three days of my visit were spent very profitably and pleasantly at Teachers' College, New York, hearing lectures and meeting prominent educationists whose names are familiar to every *student* of the science of education—Professors Dewey, Monroe, Snedden, Dutton, Bigelow, Thorndike and others. This is the largest and best institution in the world for the training of teachers. There are 36 professors and 54 lecturers. Here the attempt is made to settle every educational question by the modern methods of scientific investigation, rather than by the opinions of great men, or by the fruitless reasonings of pure philosophy. "Theory and practice go hand in hand. Experiments in educational work form a prominent feature." Instead of looking for arguments to support their prejudices, "the students are imbued with the scientific spirit of seeking for truth for the betterment of educational practice."

In the high school at Victoria I met two well-known Nova Scotians—Mr. A. J. Pineo, teacher of science, and Mr. F. Andrews, ex-M. P. P., at one time principal in one of our Halifax schools. His lesson for the day as on the geography of the British West India Islands—one of the most interesting and thought-inspiring lessons to which I ever listened. In teaching, an hour of inspiration is of more value than a week of monotonous drill.

I have much pleasure in acknowledging my great indebtedness to Professor Hanus, of Harvard; Dr. Snedden, of Teachers' College; Dr. Robinson, Superintendent of Education, British Columbia; and Mr. Andrews, of Victoria, for courteous attention and many favors.

Let me close by quoting a paragraph from Commissioner Draper's excellent address at Cleveland, an address which gave the key-note of the most of the papers and discussions at that great meeting: "Industrialism is the great basis of a nation's true strength and real culture. Culture, worth seeking, in or out of schools, must come from labor upon things worth doing, and from the power to do and the pleasure of real accomplishment upon the soul of one who does. The external forms of culture do not make real men and women, but enough work, and true teachers, and a healthful and attractive environment are more than likely to start boys and girls on the road to culture worth having."

Respectfully submitted,

A. McKay, *Superrisor, Halifax Schools.*

Halifax, Jan., 1909.

APPENDIX D.

SPECIAL PROVINCIAL INSTITUTIONS.

I.—INSTITUTION FOR THE DEAF AND DUMB, HALIFAX NOVA SCOTIA, 1908.

To the Superintendent of Education:

SIR,—I beg to submit a short report of the working of this school during the year 1908.

The total attendance for the year was 115. Of this number 9 came from Newfoundland, 14 from Prince Edward Island, and 5 from New Brunswick.

The attendance according to counties is as follows:—

Annapolis Co.	3	Halifax City	6
Cape Breton Co.	14	Inverness Co.	9
Colchester Co.	2	Kings Co.	5
Cumberland Co.	9	Lunenburg Co.	5
Digby Co.	2	Pictou Co.	4
Guysboro Co.	3	Richmond Co.	3
Hants Co.	4	Shelburne Co.	4
Halifax Co.	9	Yarmouth Co.	5

There are ten classes, eight of which are being taught on the oral method and two on the manual method. The school possesses a capable and experienced staff, and good work has been done. The names of the teachers are as follows:—

Mr. George Bateman.
Mr. Tobias Brill.
Mr. S. H. Lawrence.
Miss E. Cuthbertson.
Miss M. Bigney.
Mr. J. W. Murphy.
Miss McLeod.
Miss G. Conrod.
Miss M. Fanning.
Miss W. Conrod.
Miss Winton.

Very satisfactory results in drawing were produced by a class under Miss Collins, and the pupils in manual training made good progress under Mr. Leonard Goucher.

Sergeant Leon had charge of the physical training, and as heretofore, discharged his duties faithfully and took a deep interest in the pupils' outdoor games.

Sewing, knitting, dressmaking and fancy work were as usual taught to the girls, and this session it is intended to start a class in Dome·tic Science.

Miss O'Brien, as heretofore, was most satisfactory in the management of the household affairs.

Yours respectfully,

JAMES FEARON,

Principal.

HALIFAX, N. S.,

Dec. 15th, 1908.

II.—SCHOOL FOR THE BLIND, HALIFAX, NOVA SCOTIA.

(*a*)—THIRTY-EIGHTH ANNUAL REPORT OF THE BOARD OF MANAGERS.

INTRODUCTION.

The past year has been an uneventful one in the history of the school, and while in some respects it has not been free from anxieties the work of educating the blind has, under God's good providence, been successfully carried forward.

SUPERINTENDENT'S REPORT.

The Superintendent's Report, which is printed herewith, deals with all matters pertaining to the work which is daily carried on within the walls of the institution. It pays a well-earned tribute to the zeal and faithfulness of the teachers who have given many years of valuable service to the school, and who still continue their work with unabated zeal. It also recognizes the admirable work which has been accomplished by those who have severed their connection with the institution. It outlines the work of the several departments, and notes the changes and improvements which have been carried out during the year, and fin lly it emphasizes the difficulty of maintaining the school in its present state of efficiency with the limited income now available.

IMPROVEMENTS.

During the past year we have carried out several contemplated improvements in our buildings which have added greatly to the

comfort of the household. The east wing, which is occupied by forty girls and a number of the lady members of the staff, has been thoroughly renovated. Hardwood floors have been laid, the walls painted throughout, the plumbing renewed, and the building generally put in first class condition. The old library, a room 46x31 feet, has been divided and made into two commodious sitting rooms which are for the use of the older and younger girls respectively. These have been suitably furnished, and are thoroughly adapted to the needs of the pupils. An additional sitting-room has been provided for the lady members of the staff, and has added materially to their comfort.

SUPPORT.

Your Board feel constrained to again refer to the difficulty of maintaining the school at its present high standard of efficiency upon the limited current income. This income has been administered with the greatest care and economy, but it has not proved sufficient to meet the current expenses. The annual cost per pupil is about 40 per cent. greater to-day than it was ten years ago, while the income of the school from all sources has increased but 20 per cent. Your Board fully realize that unless the income of the school can be materially increased, current deficits will have to be faced. Under these circumstances we would respectfully urge upon the governments and legislatures co-operating in carrying on the school, that a material increase be made in their annual grant. We would also urge upon the friends of the school a corresponding increase in their benefactions.

ATTENDANCE.

The following table shows the attendance of pupils at the school from Nova Scotia, New Brunswick, Prince Edward Island, Newfoundland and outside places during the past ten years:

Year.	N. S.	N. B.	P. E. I.	Nfld.	O. P.	Total.
1899	65	34	5	8	0	112
1900	68	34	6	8	1	117
1901	71	32	6	8	0	117
1902	74	32	6	9	0	121
1903	77	28	8	11	0	124
1904	81	31	9	11	1	133
1905	84	28	9	13	2	136
1906	85	29	6	12	4	136
1907	90	28	5	10	3	136
1908	83	31	6	13	3	136

Nova Scotia.

It will be observed that the pupils from Nova Scotia have increased in these ten years from 65 to 83, and that the average attendance has been 79. This would indicate that nearly all the youthful blind of the Province are now attending school. It also shows that there is one schoolable blind child to every 5,537 of the population. Nova Scotia makes statutory provision for the education of the blind.

New Brunswick.

The average attendance of pupils from the Province of New Brunswick for the past ten years has been 31, which is the actual attendance for the present year. Taking one schoolable blind child to every 5,537 of the population, there should be at least 59 blind boys and girls from our sister province now receiving an education. We would respectfully call the attention of our friends in New Brunswick to the fact that a little more than fifty per cent. of the youthful blind of that province are now enjoying educational privileges.

During the past autumn the Hon. Douglas Hazen, Premier of New Brunswick, visited the school and thoroughly inspected its several departments. Mr. Hazen expressed great pleasure at what he saw and heard, and urged upon the pupils the necessity of taking full advantage of their present opportunities. We trust that the premiers and legislators of all the provinces will, when in Halifax, make a point to visit the school and familiarize themselves with the methods of instruction, and with the aims and objects which the institution has in view.

New Brunswick, like Nova Scotia, has made statutory provision for the education of the blind.

Prince Edward Island.

There are at present in attendance at the school six pupils from the Province of Prince Edward Island, which is slightly below the average for the past ten years. Estimating the number of schoolable blind persons in the island province to be the same in proportion to population as that of Nova Scotia, Prince Edward Island should now be educating eighteen boys and girls who, on account of blindness or imperfect sight, are unable to attend the public schools. For the sake of these boys and girls who are growing up in ignorance, and who are destined to become helpless and dependent men and women, we would earnestly request the Governmnt and Legislature of Prince Edward Island to give the matter of their education the consideration it deserves. If this be done we feel confident that Prince Edward Island will, in the matter of educating the blind, take her place side by side with her sister provinces by placing upon her statute book an Act making education free to every blind boy and girl within the province.

Newfoundland.

There are at present 13 pupils in attendance at the School for the Blind from the colony of Newfoundland. The average attendance for the past ten years has been ten pupils. Based upon the estimate of the number of youthful blind in Nova Scotia, there

should be in Newfoundland 37 boys and girls who, from lack of sight, are prevented from attending the public schools. An application has been made to the Government of Newfoundland to increase the number of its beneficiaries in this school, and it is hoped that in doing so the Government will decide to extend the privileges of the institution to every boy and girl in the Colony who is deprived of sight.

Summary.

To sum up the foregoing there are in the Maritime Provinces and Newfoundland at least 197 blind persons of schoolable age, of whom 133 are now receiving an education in this institution.

THE SUPERINTENDENT.

It will be noted from the report of our esteemed Superintendent that the past year has been one of considerable anxiety owing to the increased annual cost per pupil, the changes in the teaching staff, and the unusual amount of illness among the pupils. Your Directors are thankful to state, however, that the work of the school has gone forward with but little interruption owing to the self-denying and effective administration of Dr. Fraser and his faithful band of co-workers.

Dr. Fraser not only devotes himself to directing the education and instruction of the pupils while attending the school, but after graduation he takes an active and sympathetic interest in their welfare in life, and by advice and material assistance aids them in filling their places as useful and self-supporting members of society. He has the affection and gratitude of the scores of graduates who have passed through the Institution, and who are now active members of the various communities in which they are located.

As the Executive Officer of the Board, Dr. Fraser's services are simply invaluable, and your directors are, by close contact with him, kept fully informed of every subject which bears upon the administration of the affairs of the institution.

LATE MEMBERS OF THE BOARD.

It is with regret that your Board records the death of Mr. George Mitchell, who had been a member of the Board of Managers of the School for the past thirty-one years, and Vice-President of the Board for the past five years. Mr. Mitchell was elected to the Board in 1877, taking the place so ably filled by his father, the late Mr. G. P. Mitchell. To the latter we owe a deep debt of gratitude for the warm interest which he took in the school during the first years of its existence, and for his forethought in laying out the grounds and planting with his own hands the beautiful shade trees which border Murdoch Square. To his son, Mr. George Mitchell,

the school is likewise indebted for the active interest he took in its welfare. When representing the County of Halifax in the Provincial Legislature of Nova Scotia, Mr. Mitchell ably advocated the claims of the school to public support. As a private citizen he was always ready to contribute to its welfare by personal subscriptions towards special funds, and by active participation in the work devolving upon the Board. By his death your Board have lost a valued co-worker and the school has been deprived of one of its most sincere friends.

We also regret the death of another member of the Board. Mr. Levi Hart. During the short period in which Mr. Hart was connected with the school he became greatly interested in the work, and evinced a keen desire to promote the welfare of the blind.

ATTENDING PHYSICIAN, OCULIST, AND DENTAL SURGEON.

Your Directors desire to place on record their appreciation of the services rendered to the school by the attending physician, Dr. A. W. H. Lindsay. Owing to the appearance of diphtheria in the school Dr. Lindsay's visits have been much more frequent than in previous years, and it is mainly due to the prompt measures taken by him that the disease did not become epidemic.

We are also indebted to the care and attention given to the pupils by the opthalmic surgeon, Dr. E. A. Kirkpatrick, who is always ready to do what he can for the benefit of those who have trouble with their eyes.

Dr. Cogswell, the dentist of the school, is likewise entitled to our sincere thanks for his dental services on behalf of the pupils.

BEQUESTS.

Your Board gratefully acknowledge the receipt of the following bequests: Estate of L. J. Almon, St. John, $500.00; estate of George Mitchell, Halifax, $500.00; estate of J. B. Bland, Halifax, (additional) $150.00; and estate of E. P. Archbold, Halifax (balance), $25.00.

Your Board would again call attention to the need of increasing the endowment fund of the school so that the educational advantages enjoyed by the pupils may not be in any way curtailed.

ACKNOWLEDGMENTS.

Your Board desire to express their thanks for the donations and thanksgiving offerings received throughout the year. They also desire to thank Mr. J. D. Medcalfe, of the Academy of Music, and the ladies and gentlemen who have been instrumental in securing the admission of the pupils to concerts, lectures, etc. Also to those who have given addresses or entertainments in the school.

All of which is respectfully submitted,

J. C. MACKINTOSH, *President.*

To A. H. MACKAY, LL. D.,
Superintendent of Education.

(*b*)—THE SUPERINTENDENT'S REPORT.

C. F. FRASER, LL. D., *Superintendent.*

To the President and Board of Managers of the School for the Blind:

GENTLEMEN,—The table of attendance herewith submitted shows that 168 blind persons have been under instruction during the past year, of whom 98 were males and 70 females. Of these 32 graduated or remained at home, making the total number registered December 1st, 1908, 136, of whom 79 are males and 57 females. Of these 83 are from the Province of Nova Scotia, 31 from New Brunswick, 6 from Prince Edward Island, 13 from Newfoundland, 1 from Quebec, 1 from British Columbia, and 1 from Maine, U. S. A.

TABLE OF ATTENDANCE.

	Boys.	Girls.	Aduts.	Total.
Registered Dec. 1st, 1907.....	73	59	4	136
Entered during the year.....	19	11	2	32
Graduated or remained at home.....	16	13	3	32
Registered Dec. 1st, 1908.....	76	57	3	136

TEACHING STAFF.

After fifteen consecutive years of effective and faithful service to the school, Miss C. R. Frame has for the time being severed her connection with the institution, much to the regret of the members of the staff and of the pupils. Miss Frame is now enjoying a much-needed and well-earned rest with her relatives in California.

Mr. J. A. MacDonald, who has been a successful teacher in the school for the past four years, resigned his position at the close of the last school year. This he did in order to take up the study of osteopathy. He is now enrolled as a student in the College of Osteopathy in Cambridge, Mass. Mr. MacDonald's future will be watched with interest by his many friends in the institution.

In December last, Miss Margaret S. Nicolson severed her connection with the school, having accepted a more lucrative appointment in the Halifax Ladies' College. Miss Nicolson secured with us an enviable record as a primary teacher.

For the past twenty-six years the piano tuning department of the school has been in charge of Mr. D. M. Reid, an experienced and capable instructor. In view of the growth of his private business Mr. Reid found it impossible to give the necessary time for the work of the department, and he therefore resigned his position in June last.

Another vacancy in the teaching staff was caused by the marriage in July last of Miss Lulu Curtis. For the past five years Miss Curtis has been a faithful teacher in the musical department of the school.

Miss Mabel Patterson, Miss Emily Lockward, and Miss Evelyn Ellis also severed their connection with the school at the close of the last year.

Of the twenty members of the present teaching staff, twelve have had one or more years of experience as teachers in the institution. The zeal and earnestness of these teachers in their chosen work is worthy of the highest commendation.

At the commencement of the present school year the following ladies and gentlemen became members of the staff:—Miss Carrie Hall, Lawrencetown, N. S.; Miss Mary Withrow, Elmsdale, N. S.; Miss Lizzie McGill, Shelburne, N. S.; Miss Nettie Hartling, Spanish Ship Bay, N. S.; Mr. W. T. Townsend, Tangier, N. S.; Miss Josie Sperry, Petite Riviere, N. S.; Mr. Olivier Cormier, Moncton, N. B., and Mr. W. G. McKinnon, Halifax, N. S.

LITERARY DEPARTMENT.

Questions are frequently asked by those unfamiliar with the education of the blind as to what the pupils are taught in the institution. I answer invariably that they are taught the same subjects as if possessed of perfect sight. They learn the same lessons and follow the same course of studies as do boys and girls in the public schools; they attend their classes in reading, writing, and spelling; in history, geography and nature studies; in grammar, literature and composition; in arithmetic, geometry and algebra; in Latin, French and elocution; and in journalism and commercial work. They study with the same avidity as do their brothers and sisters with sight, and the results are the same.

Under normal conditions the intellectual development of a boy or girl who is blind is neither wonderful nor disappointing. The average of the work performed by pupils in the several grades of this school may be taken a the average of the work performed in the public schools by pupils of the same grades. The handicap of blindness is overcome by giving to the pupils the best opportunities which a limited income enables us to command. Most important among these opportunities is the instruction given by specially trained teachers and the keeping of the number of pupils in each class within teachable limits. The fact that four of the graduates of this school are now undergraduates in the University of Dalhousie College may be taken as a fair index of the character of the training given in this school. Three of these young men are now

third year students taking the regular Arts Course, while the fourth is taking his first year in the law school.

MUSICAL DEPARTMENT.

The majority of the pupils study music with a view to turning it to practical account when they leave the school.

All music is committed to memory, and the pupils are never allowed to play by ear. Much of the pianoforte music is now printed in the Braille system of musical notation, so that the pupils may, independent of sight, memorize music from the raised point characters.

The pupils in the musical department are carefully graded. Those who have not sufficient ability to advance beyond the second grade cease to be students in the department, and apply their time and thought in some other direction. Diplomas as teachers are awarded to pupils who have taken the complete course up to the fourth grade. The pianoforte work of the department is carried on by the principal, Mr. H. B. Campbell, four teachers and one music reader. Special teachers are employed for voice culture, mandolin and guitar playing, and choir and band work.

Of the thirty pianos in use in the school, eighteen are new instruments, seven of which have been purchased outright, and eleven rented from the J. A. McDonald Music Company of Halifax.

TECHNICAL DEPARTMENT.

Pianoforte Tuning—The piano tuning department of the school is deservedly popular with the pupils. In this department the pupils are carefully trained to tune and repair pianos of different makes. They study the mechanism of the pianoforte and become familiar with all parts of piano actions. They learn to replace broken strings and to effect all ordinary repairs. After practising for months the tuning of unisons and octaves they are taught to lay the bearings scientifically on the lines of the modern equal temperament, and eventually learn to tune the piano throughout so as to win the approval of the most critical ear. All this means hard work, but their labour has its reward, as pianoforte tuning is one of the most remunerative occupations in which our graduates engage.

The tuning department has recently been reorganized. Action models have been procured for the school from The Otto Higel Co., Ltd., of Toronto, and Messrs. Wessell, Nickel and Gross, of New York. Mr. Olivier Cormier, a graduate of the school, is now in charge of the department. For the past three years Mr. Cormier has been in the employ of The J. A. McDonald Music Company, of this city, and has gained a wide knowledge of pianoforte tuning and repairing. Mr. Cormier comes to us highly recommended by his late employers, and with the hearty approval of our former tuning instructor, Mr. D. M. Reid.

Handicrafts—The use of steam and electricity as motor powers, and the adaptation of machinery for the manufacture of articles of all kinds have greatly curtailed the number of handicrafts which blind persons can follow to advantage. Twenty-five years ago basket making, brush making, and chair seating were remunerative occupations for those who were blind. To-day the machine made baskets and brushes, and the machine woven chair seats are sold at such low prices that it is impossible to sell the hand-made article at a profit. Efforts are being made in Massachusetts and elsewhere to find remunerative industrial employment for the blind, but so far these efforts have met with only a measure of success. A few places have been found in factories and workshops where a limited number of blind persons could work to advantage, but no new trade or handicraft has been introduced which would enable a blind workman to support himself. An experiment is now being made in Denmark which is being watched with interest by those interested in the blind. An ingenious instructor in a Danish school for the blind conceived the idea of training the pupils to repair boots and shoes, and invented certain tools for the purpose which could be freely used by blind persons. It is stated that a blind workman properly trained, can cut and match leather to advantage, can sole and heel a pair of shoes, and in short, can do as good repair work as a shoemaker with sight. As this work cannot be done by machinery, and as it opens a wide field for employment, I look forward at an early date to training along this line being given in this school. We cannot expect that all of our pupils will have the necessary ability to become successful business men, journalists, music teachers or pianoforte tuners, and therefore we are deeply interested in the success of any experiment which will make it possible for an energetic blind person to earn a living by some calling other than those to which we have referred.

The knitting, sewing and raffia classes for the girls, and the reed classes for girls and younger boys, have been conducted daily throughout the year. Under the guidance of capable and enthusiastic teachers many of our girls have acquired a thorough knowledge of plain and fancy knitting, have made such progress in sewing as to be able to make their own garments, and in raffia and reed work have made many pretty and saleable articles.

PHYSICAL TRAINING.

The success of the work in the several departments of the school depends in no small measure upon the physical condition of the pupils. Hence it is that in all well-ordered schools for the blind special efforts are made to promote the physical status of the boys and girls. The majority of our pupils learn to appreciate the importance of exercise in the open air and of the training given in the gymnasiums. The boys enter with zest into competitive sports and display the same eager interest in results as do boys with sight.

At a recent meet the winners of the respective events were enthusiastically cheered by their comrades. The records of the hop, skip and jump, the standing high jump, the standing broad jump, the running broad jump, the hundred yards dash and the mile race were most creditable. I look forward to the day when the athletic club of this school will win recognition for itself not only in competition with pupils of similar institutions, but in competition with clubs whose members have the advantage of sight.

The school is fortunate in having secured as physical instructor Mr. W. G. McKinnon, who is well known to those who frequent the gymnasium of the Young Men's Christian Association in this city. Mr. McKinnon is an enthusiastic instructor, and has the faculty of awakening the interest of those under his training. Our gymnasium classes for girls as well as for boys, are most popular, and good results may fairly be anticipated.

One of the greatest pleasures which the pupils have of late enjoyed has been the use of our fine swimming pool. I greatly regret that the pool is not available for use during the winter months.

HEALTH.

In 1877 an epidemic of diphtheria broke out in the school. Nine of the eighteen pupils in attendance were attacked by the disease, one of the cases terminating fatally. During the subsequent thirty years scarlet fever, measles and chickenpox have occasionally made their appearance, but the general record of the health of the pupils has always been satisfactory. This has been unquestionably due to wholesome food, regular hours, physical exercise, and to the healthful surroundings which the pupils have enjoyed. During the past year we have had fifteen cases of diphtheria, six of scarlet fever and three of measles. This unusual outbreak of contagious diseases gave me and the officials of the school much anxiety, and every effort was made to ascertain the cause of infection and to stamp out disease. The plumbing and drainage of the several buildings was thoroughly tested and found to be in good condition. Those who contracted diphtheria or scarlet fever were immediately removed to the hospital, the dormitories and other parts of the buildings were thoroughly fumigated, and antitoxin was administered in preventive doses.

When it is borne in mind that we have in this school a resident population of 175 persons, and that these persons are constantly moving to and fro throughout the city, visiting their friends, attending church services and concerts, it may fairly be concluded that the prevalence of contagious diseases elsewhere was responsible for their appearance in the institution, and that they did not originate within the school walls. It is in fact surprising that we have been able to keep the diseases within such comparatively small limits or, in other words, that such a small proportion of our hou ehold was infected by diphtheria or scarlet fever.

GRADUATES.

At the closing exercises of the school in June last, diplomas were awarded to the following graduates:

Literary Department—Leila McGibbon, Moirs Mills, N. B.; Robert Rankin, Chipman, N. B.; Samuel Gellor, Halifax, N. S.

Musical Department (Pianoforte)—Robert Rankin, Chipman, N. B.; Samuel Gellor, Halifax, N. S. (*Vocal*)—Athlestan Collis, Trinity, Nfld.

Technical Department (Pianoforte Tuning)—Robert Rankin, Chipman, N. B.; Milledge Langille, Bridgewater, N. S.; Percy Cox, Maitland, N. S.; Leonard Giffin, Goldboro, N. S.; Benjamin Cook, Roachvale, N. S. (*Brush Making and Chair Seating*)—Constant Boudreau, Pomquet, N. S.

Of the nine graduates one has gone to reside with her relatives, one is a student in the Dalhousie Law School, one is teaching music successfully in St. Mary's, N. B., one has earned sufficient money since graduating to continue his study of vocal music, and three are doing well as pianoforte tuners. From the remaining two no report has yet been received.

ANNUAL COST PER PUPIL.

In a previous report I pointed out that the annual cost per pupil in other Canadian and in American schools for the blind, ranges from $300.00 to $450.00, while the annual cost in this institution has so far not exceeded $225.00 per pupil. It must be remembered that in other schools of this character special grants are obtained for the maintenance of buildings, laying out of grounds, and for the purchase and renewal of furniture, and that these are not included in making up the estimated annual cost per pupil. In this institution the outlay for these purposes is charged to current account, and is included in estimating the yearly per capitum cost. It must also be remembered that the effectiveness of the work done in this school will compare favorably with that done in any institution for the blind upon the continent. At the present time we receive from the respective provincial governments and municipalities $180 per pupil. Our income from endowments averages $20 per pupil. Thus we have in all an income of $200 per pupil to meet an expenditure of $225 per pupil. Keeping these facts in mind it behooves us to seriously consider our present position, and to devise ways and means by which our income can be increased.

CONCLUSION.

In conclusion, gentlemen, accept my thanks for the encouragement you have given me in the carrying on of this work, and let me say your deep interest in the school, your willingness to consider and solve its problems, and your strong support of my administration, have made it possible to place within reach of the blind of the Maritime Provinces and Newfoundland, educational advantages of a high order. All of which is respectfully submitted,

C. F. FRASER, *Superintendent.*

III.—VICTORIA SCHOOL OF ART AND DESIGN.

(Incorporated 1888.)

DIRECTORS, 1908.

Ex-officio—THE SUPERINTENDENT OF EDUCATION.
THE MAYOR OF HALIFAX.

MRS. J. MORROW,	MR. A. MCKAY,
MISS E. RITCHIE,	MRS. CHAS. ARCHIBALD,
MR. J. E. ROY,	MR. JAMES DEMPSTER,
COL. F. H. OXLEY,	MR. J. C. MACKINTOSH,
MR. D. KEITH,	HON. SENATOR POWER.
MR. J. C. O'MULLIN,	

Auditor:

J. C. MACKINTOSH.

President	————
Vice-President	HON. SENATOR POWER.
Treasurer	COL. F. H. OXLEY.
Secretary	A. MCKAY.
Assistant Secretary	MISS M. E. GRAHAM.

TEACHING STAFF, 1907-1908.

Head Master:

H. M. ROSENBERG.

Assistant Teachers:

Mechanical and Architectural Drawing.... G. R. MARSHALL, B. A.
Freehand Drawing..... MISS M. E. GRAHAM.

REPORT OF THE SECRETARY FOR 1907-08.

To A. H. MACKAY, LL.D., F. R. S. C.,
Superintendent of Education.

SIR,—I have the honor to submit herewith the Financial Statement of the Treasurer of the Victoria School of Art and Design for the year 1907-08, also the Report of the Head Master and of the Teacher of Mechanical Drawing.

The Victoria School of Art and Design occupies an important place among the educational institutions of Nova Scotia. Much of the success of the Technical Schools of a country depends upon the

development of a general appreciation of the beautiful in art. The intrinsic value of a large proportion of manufactured articles depends not less upon their artistic qualities than upon their direct utility. In our buildings, furniture, wall paper, carpets, dress, books, fences and a hundred other things, we must educate artisans to produce articles possessed of aesthetic qualities, and we must educate the people to enjoy such qualities. On account of our distance from other art centres it is all the more important that we should do all that we can to develop art in the capital of our own Province.

The increased value of goods produced from original and beautiful designs will repay the cost of the Art School tenfold. In proof of this we have only to study what has been done in this way in Germany and the United States, where the aesthetic, original designing and mechanical art courses are to be found in every year of the high schools, thus providing the fundamental training desirable for Technical and Art Colleges.

Respectfully submitted,

A. McKay, *Secretary*.

FINANCIAL STATEMENT.

The Victoria School of Art and Design *in account with the* Treasurer.

1907.				
		Dr.		
Aug. 1.	To balance of account	$1197 98		
	paid salaries	1517 32		
	" fuel and light	256 63		
	" advertising and printing	89 56		
	" supplies, models, etc.	74 87		
	" insurance premiums	115 40		
	" city taxes	37 44		
	" legal expenses	20 00		
	" repairs	103 59		
				$3412 79
		Cr.		
	By City grant	$ 500 00		
	Provincial Government grant	800 00		
	interest from City Consols	220 00		
	school fees received	178 10		
	rentals received	330 00		
	proceeds of lectures	23 40		
	balance C. D.	1361 29		
				$3412 79
	Balance B. D.	$1361 29		

GENERAL ACCOUNT.

Amount of Endowment Fund		$7827 40
City Consols, investment	$4950 00	
Bank of Nova Scotia balance	43 48	
Cost of building in excess of Building Fund	1472 63	
Balance of Current Account	1361 29	
		$7827 40

Halifax, N. S., July 31st, 1908.

FRED. H. OXLEY,
Honorary Treasurer.

Examined and found correct.
C. F. MACKINTOSH, *Auditor.*

HEAD MASTER'S REPORT FOR 1907-08.

To the President and Directors of the Victoria School of Art and Design:

SIR,—The attendance and general affairs of the school for the past year as compared to former years are satisfactory, the gain in some classes more than offsetting the loss in others. The gain was particularly noticeable in the life class, the models, or sitters, being more than usually interesting, and frequent changes maintaining the students' interest.

There were no lectures, principally because it was impossible to engage those capable of talking intelligently on art matters. A mid-winter reception was held by the lady directors, which was very successful, and I recommend it as an annual function to advertise the school.

I regret to state that we were not mentioned in the wills of those deceased through the year, and there were no acquisitions to the library or art object department.

Following is a summary of the classes :—

Life class	14
Cast class	19
Still life in various materials	16
Design class	5
Pen and ink class	5
Saturday, various classes	16
Afternoon class	10
Evening class	4

Respectfully submitted,
H. M. ROSENBERG, *Principal.*

Halifax, January 6th, 1909.

REPORT OF TEACHER OF MECHANICAL DRAWING, 1907-8.

Halifax, June 16th, 1908.

DIRECTORS OF SCHOOL OF ART AND DESIGN:

The class in mechanical drawing was opened in October, and was conducted in the usual way until November 11th. Eighteen pupils were enrolled, about one-half of whom studied architectural. and the other half mechanical drawing. On November 11th the technical classes, under the direction of Principal Sexton, were opened, and it became fashionable with the artizans of the city to attend an evening school. Larger numbers came to the drawing classes than could be accommodated in the one room, so the architectural students were formed into a class by themselves and were taught in the County Academy. There were still twenty-five in the mechanical drawing class, although the room is fitted up to accommodate but twenty-one.

Two other changes were made at the same time. First, the class met but two evenings per week instead of three as before; and second, each pupil was asked to deposit with Principal Sexton $4.50 as a guarantee that he would attend regularly. The amount returned to him was in proportion to his per centage of attendance. The effect of this change was very salutary. The attendance was better than it has been for years; the average from November 11th to the end of the term being as high as seventeen.

The interest was in proportion to the attendance. Only those who expected to profit by what they were learning would deposit the required amount, so every member of the class was deeply in earnest. Nearly all were machinists and knew the value of a knowledge of mechanical drawing, and a more interested or interesting class would be hard to find. The progress made, too, was very gratifying, and it is expected that an advanced class will be formed the coming term.

In closing, I wish to express my gratitude to Principal Sexton for his kindness in rendering me all the assistance he could to forward the interests of the class.

Yours respectfully,

G. R. MARSHALL.

IV.—HALIFAX MEDICAL COLLEGE.

For the year ended April 30th, 1908.

N. F. CUNNINGHAM, M. D.....*President.*
L. M. SILVER, M. B.....*Registrar.*
L. M. MURRAY, M. D.....*Secretary.*

Number of regular Professors, 17; Lecturers and Demonstrators, 13. Number of Undergraduates:—First Year, 17; Second Year, 22; Third Year, 14; Fourth Year, 9; Dental, 5; General, 1. Total students, 62—59 males, 3 females. Total number of graduates, M. D., C. M., including those who have taken diplomas from Dalhousie University, 224.

The Fortieth session opens September, 1909, and will continue for the eight months following. The college building is admirably suited for the purpose of medical teaching, and is in close proximity to the Victoria General Hospital, the City Alms House, and Dalhousie College, and not far from the Halifax Dispensary. A large wing has been added to the College, supplying Histological and Bacteriological Laboratories, etc., which have been furnished with microscopes and other apparatus necessary for practical work. The recent enlargement and improvements at the Victoria General Hospital have increased the clinical facilities, which are now unsurpassed, every student having ample opportunities for practical work.

The course extends over four years, and has been carefully graded, so that the student's time is not wasted. Faculties of Dentistry and Pharmacy are being established, and arrangements made for graduation in these branches. The following will be the curriculum for M. D., C. M. degrees:—

MATRICULATION.—The preliminary examination prescribed by the N. S. Medical Act, or a recognized equivalent.

1st Year.—Inorganic Chemistry, with Laboratory work, Anatomy, Practical Anatomy, Histology, Botany and Zoology. (Pass Primary M. D., C. M. Examination, Sect. A, in Inorganic Chemistry, Histology, Junior Anatomy, Botany and Zoology.)

2nd Year.—Organic and Medical Chemistry, with Laboratory work, Anatomy, Practical Anatomy, Materia Medica, Physiology, Practical Chemistry, and Practical Materia Medica. (Pass Primary M. D., C. M. Examination, Sect. B, in Anatomy, Physiology, and Chemistry.)

3rd Year.—Surgery, Medicine, Obstetrics, Practical Pathology, Hygiene, Clinical Surgery, Clinical Medicine, Pathology, Bacteriology, Practical Surgery, Practical Medicine, Practical Obstetrics, Therapeutics. (Pass Examination in Pathology, Bacteriology, Materia Medica, Therapeutics.)

4th Year.—Surgery, Medicine, Gynæcology and Diseases of Children, Opthalmology, Otology, Clinical Medicine, Clinical Surgery, Operative Surgery, Practical Obstetrics, Hospital Vaccination, Medical Jurisprudence and Hygiene. (Pass Final M. D., C. M., Examination.) This degree, with the license of Provincial Medical Board, will admit to Colonial Registrar of Great Britain and Ireland.

V.—THE NOVA SCOTIA INSTITUTE OF SCIENCE, HALIFAX, 1907-8.

The Nova Scotia Institute of Science begs to present the following report of its proceedings during its forty-sixth annual session (1907-8).

The following officers were elected for the year 1907-8:—

President—PROFESSOR EBENEZER MACKAY, Ph. D., *ex-officio*, F. R. M. S.
1st Vice-President—PROF. J. EDMUND WOODMAN, D. Sc.
2nd Vice-President—WATSON L. BISHOP.
Treasurer—MAYNARD BOWMAN, B. A.
Corresponding Secretary—A. H. MACKAY, LL. D., F. R. S. C.
Recording Secretary—HARRY PIERS.
Librarian—HARRY PIERS.
Other Members of Council—Alexander McKay; Prof. Frederic H. Sexton, B. Sc.; Henry S. Poole, D. Sc., A. R. S. M., F. R. S. C.; H. W. Johnston, C. E.; Prof. A. Stanley MacKenzie, Ph. D.; Philip A. Freeman; and F. W. W. Doane, C. E.

The growth of the society's library has continued in a most satisfactory manner. During the year 1907, 1,781 books and pamphlets were added to the shelves, including transactions of learned societies from all parts of the world. The total number of books and pamphlets received during the year by the Provincial Science Library, with which the Institute's library is incorporated, was 2,510. The library is free to any person in the province of Nova Scotia and many books are sent to readers by post. It is to be greatly regretted that there is not a postal regulation whereby books from a duly accredited public library might be forwarded to readers at a

reduced rate, if not free. The present postal rate on books is a heavy tax upon those who are bent upon self-improvement. It is a matter that has a distinct bearing upon the education of the people of the country, and is worthy of careful consideration.

The Proceedings and Transactions, vol. xi, part 3, are in the hands of the binder; and vol. xi, part 4, and vol. xii, part 1, are both about through the press, and the three parts will be distributed together, thus bringing the publication up to date. The delay has been caused by the many official calls upon the time of the editor.

In regard to the distribution of publications, the Institute desires to again draw the attention of learned societies in the Dominion to the desirability of having established in Canada an exchange system for publications, which may take the place of that of the Smithsonian Bureau of International Exchanges at Washington, which bureau has ceased acting as a medium for the forwarding of book packages to foreign countries through its franking privileges.

Meetings of the Institute were held from November, 1907, till May, 1908. The following papers were communicated during the session :—

1.—" Presidential Address," by F. W. W. Doane, C. E.
2.—" On the Influence of Radium on the Decomposition of Hydriodic Acid," by H. Jermain M. Creighton, M. A.
3.—" The Source of the Limiting Factors controlling Deposition of Iron Ores," by Prof. J. Edmund Woodman, D. Sc.
4.—" The Myxomycetes of Pictou County, N. S.", by Clarence L. Moore, M. A.
5.—" The Action of Organic Sulphur in Coal during the Coking Process," by A. L. McCallum, B. Sc.
6.—" Fish-eating Habits of Medusæ," by Prof. E. E. Prince.
7.—" The Present and the Future of our Fisheries," by Prof. E. E. Prince.
8.—" A Few Chemical Changes influenced by Radium: a new method for the detection of Amygdalin," by H. Jermain Creighton, M. A.
9.—" The Behaviour of Solutions of Hydriodic Acid in Light in the Presence of Oxygen," by H. Jermain M. Creighton, M. A.
10.—" On the Occurrence of Tin in Nova Scotia," by Harry Piers.
11.—" Notes on Eels in Water Pipes," by Watson L. Bishop.
12.—" Economic Geology of Arisaig, N. S.", by Prof. J. Edmund Woodman, D. Sc.

HARRY PIERS, *Recording Secretary.*

VI.—THE NOVA SCOTIA HISTORICAL SOCIETY, 1907-8.

During the session of 1907-8 the following papers were read before the society :—

1.—" The Existing Historic Relics of the Town of Lunenburg," by Miss Agnes Creighton.
2.—" Sir George Provost, Lieutenant-Governor of Nova Scotia," by James S. Macdonald.
3.—" The Militia of Nova Scotia, 1749 to 1830," by Major J. Plimsoll Edwards.
4.—" John Young : the Junius of Nova Scotia," by John E. Irwin.
5.—" Letters written to Hon. S. G. W. Archibald, with comments thereon," by Judge Patterson.
6.—" Customs of the Micmac Indians," by H. W. Hewitt.

At the annual meeting held on February 11th, 1908, the following officers were elected :—

President—PROF. ARCHIBALD MACMECHAN, Ph. D.
Vice-Presidents—JUDGE LONGLEY, SENATOR POWER, and VEN. ARCHDEACON ARMITAGE.
Corresponding Secretary—HARRY PIERS.
Recording Secretary—WILLIAM L. PAYZANT.
Treasurer—R. J. WILSON.
Auditors—W. L. BROWN and DR. M. A. B. SMITH.
Other Members of Council—James S. Macdonald, Archibald Frame, A. H. Buckley, and G. W. T. Irving.
Library Commissioners—Prof. MacMechan, Rev. Dr. Forrest, Dr. A. H. MacKay, and James S. Macdonald.

During the year, volume xiii of the *Collections* of the society was published and likewise an exhaustive index to volume viii (Dr. Akins's *History of Halifax.*)

H. PIERS, *Cor. Secretary.*

VII.—THE MINING SOCIETY OF NOVA SCOTIA, HALIFAX, 1907-8.

The annual meeting of the Mining Society of Nova Scotia was held at Halifax on the 25th, 26th, and 27th March, 1908.

The following papers were read :—

1.—"Presidential Address," by Charles J. Coll.
2.—"Explosions in Coal Mines," by Charles J. Coll.
3.—"How can the Gold Mining Industry of Nova Scotia be assisted," by E. Percy Brown, B. Sc.
4.—"Cobalt and its Ores," by Dr. W. G. Miller.
5.—"Notes on the Geological Structures of the Boston-Richardson Mine, N. S.", by E. Percy Brown, B. Sc.
6.—"The Mining and Metallurgy of Gold at the Boston-Richardson Mine, N. S.", by H. S. Badger.
7.—"A Practical Suggestion for Testing the Gold Mines of Nova Scotia," by F. P. Ronnan.
8.—"Recent Cyanide Practice in Mexico," by J. Read. (Read by title.)
9.—"Notes on Fuel Economy," by A. A. Hayward.
10.—"The Exploration of our Mineral Resources," by Dr. Eugene Haanel.
11.—"Co-operation in Typography, Hydrography and Geology, between the U. S. Geological Survey and the various State Governments," by E. W. Parker, U. S. Geological Survey.
12.—"The Exploration of our Mineral Resources," by R. W. Brock, Acting Director Geological Survey of Canada.
13.—"The Value of a Provincial Department of Mines and Geology," by Dr. Willet G. Miller, Provincial Geologist of Ontario.
14.—"Submarine Coal Mining," by John Johnston.
15.—"Shaft Collar at No. 1 Allan Shaft, Stellarton, N. S.", by H. E. Coll.
16.—"The Financial Value of Economic Geological Studies," by Dr. J. E. Woodman.
17.—"The Occurrence of Primary and Secondary Brines," by A. A. Hayward. (Read by title.)
18.—"The West Gore Antimony Mines," by W. J. Prisk. (Read by title.)
19.—"Electricity in Mines," by T. J. McKavanagh. (Read by title.)
20.—"The Testing of Nova Scotian Fire-clays," by A. L. McCallum, B. Sc. (Read by title.)
21.—"The Mapping of Mining Properties," by Dr. J. E. Woodman. (Read by title.)

Officers for the ensuing year were elected as follows:—

President—CHARLES J. COLL.
1st Vice-President—FREDERIC H. SEXTON, B. Sc.
2nd Vice-President—THOMAS J. BROWN.
Secretary-Treasurer—HARRY M. WYLDE.
Council—Richard H. Brown, Alexander Dick, George W. Stuart, J. A. Johnson, Hon. B. F. Pearson, and Hon. Robert Drummond.
Auditors—Charles Starr and F. P. Ronnan.

Reports were also read of a committee on iron industry, and on the cement industry, and lengthy discussions took place on gold-stealing and other matters of interest to the mining interests of the province.

On 25th August, 1908, members of the Mining Society left Halifax and journeyed to Sydney, C. B., where joint meetings were held with the Canadian Mining Institute and a number of mining and metallurgical engineers from Great Britain and the continent. The steel works at Sydney and the collieries at Sydney Mines and Glace Bay were inspected on the 26th and 27th; and on the 28th the party proceeded to Stellarton and visited the Allan shafts, the rolling-mills at Trenton and the collieries at Westville, returning to Halifax the same evening.

HARRY PIERS, *Editor of Mining Society of N. S.*

APPENDIX E.

EDUCATIONAL INSTITUTES

I.—SUMMER SCHOOL OF SCIENCE FOR ATLANTIC PROVINCES OF CANADA.

(TWENTY-SECOND SESSION, AT SACKVILLE, NEW BRUNSWICK, 7TH TO 24TH JULY, 1908.)

A. H. MACKAY, ESQ., LL. D.,
Superintendent of Education.

SIR,—I have the honor to submit the following report of the twenty-second session of the Summer School of Science for the Atlantic Provinces of Canada, which met at Sackville, N. B., July 7th to 24th, 1908. The session was opened by a public meeting held in the Beethoven Hall of the Ladies' College, presided over by the president of the school, Prof. W. W. Andrews, LL.D. Interesting and enthusiastic addresses of welcome were given by Mayor Pickard and Principal Borden, to which suitable replies were made by Prof. Bailey, LL.D., Mr. J. D. Seaman, and other members of the school.

The school, during this session, enjoyed the very great advantage of meeting in the splendidly equipped McLellan School of Applied Science in connection with the University of Mt. Allison. The diligence of the students and the marked improvement made by them was a characteristic feature of the session. Excellent opportunities for *Field Work* were afforded by Sackville and vicinity. These were taken advantage of, and much real *Nature Study* work was done by the members of the school. The success of this part of the work was largely due to the enthusiasm and practical knowledge of Prof. Bailey, Prof. Andrews, Principal Oulton, Prof. Starratt, and others.

To aid in the introduction of Physical Culture in the public schools, the Militia Department, Ottawa, sent two drill sergeants to instruct the teachers attending the school. In no class was more enthusiasm displayed than in this, and most of the members were successful in obtaining the Militia Department's certificate.

Several enjoyable and profitable excursions were taken by the school. The Joggins with its unique geological outcrop, was visited. As the guests of Senator J. Wood the school went to Cape Tormentine. Through the kindness of the citizens of Upper Sackville a drive over the vast Tantramar Marshes to the historic Fort Beausejour, was enjoyed by the members of the school.

The program of evening meetings was an excellent one, and was admirably carried out. Prof. W. F. Watson, M. A., of Firman University, South Carolina, U. S. A., delivered his popular lecture, "Modern Innocents Abroad," descriptive of his recent European trip. Prof. L. W. Bailey gave two most instructive illustrative lectures on his recent trip in Great Britain and on the continent of Europe. Dr. Borden's lecture on the buried cities of Pompeii and Herculaneum, fully illustrated as it was, was both instructive and entertaining.

At no previous session of the school were the arrangements for the comfort of the members more complete or satisfactory. The entire school boarded at the Ladies' College. Meeting daily at the common table a closer intimacy than usual was formed. The use by the members of the college library, reception rooms, tennis courts, etc., added to their enjoyment. Dr. and Mrs. Borden, and their efficient assistants, did all in their power to make the members comfortable, and were eminently successful in their efforts.

This session adds another to the long list of very successful meetings held by the Summer School.

The next session will be held at Charlottetown, P. E. I., July 13th to 30th, 1909.

Appended is a list of the officers for the ensuing year, also a financial statement.

I have the honor to be,

Your obedient servant,

J. D. SEAMAN, *Secretary.*

OFFICERS.

President.....PROF. L. W. BAILEY, LL. D., Fredericton, N. B.
Vice-Presidents.....MISS ELEANOR ROBINSON, St. John, N. B.
A. H. MACKAY, LL. D., Supt. of Education, Halifax, N. S.
PROF. S. N. ROBERTSON, LL. D., Charlottetown, P. E. I.
Secretary-Treasurer..MR. J. D. SEAMAN, Charlottetown, P. E. I.
Local Secretary.....MR. JAS. LANDRIGAN, Charlottetown, P.E.I.
Board of Directors..PRESIDENT.
SECRETARY-TREASURER.
W. R. CAMPBELL, M. A., Truro, N. S.
G. J. OULTON, M. A., Moncton, N. B.
B. MACKITTRICK, M. A., Lunenburg, N. S.
W. W. ANDREWS, LL. D., Sackville, N. B.

FINANCIAL STATEMENT.

Receipts.

Balance from 1907	$ 32.12
Government Grant, N. B.	200.00
" " N. S.	100.00
" " P. E. I.	50.00
Registration fees	116.00
Proceeds of concert	20.25
Proceeds of excursion	50.00
Advertisements in calendar	85.00
Sundries	1.80
	$655.17

Expenditures.

Printing, advertising, stationery	$ 80.15
Calendars	160.00
Postage, freight, expressage, etc.	63.69
Class expenses	18.75
Instructors and officers	240.00
Hire of steamer for excursion	50.00
Sundries	17.05
Balance	25.53
	$655.17

II.—CUMBERLAND TEACHERS' INSTITUTE—DIVISION No. 10.

(At Pugwash, 14th, 15th, 16th April, 1908. Enrolment, 118.)

The nineteenth session of the Teachers' Institute for the Inspectorial District No. 10, was held in Pugwash, on Tuesday, Wednesday, and Thursday, April 14th, 15th, 16th, 1908.

The first session opened on Tuesday at 7.30 p. m., with the president, Inspector Craig, in the chair. The first business was the election of officers, which resulted as follows:

President—INSPECTOR CRAIG.
Vice-President—D. L. SHORTCLIFFE.
Secretary-Treasurer—F. G. MOOREHOUSE.
Executive Committee—E. J. Lay, F. I. Lent, Miss O'Mullin, Miss Charman.

The appointing of delegates to represent the teachers of this district at the Provincial Educational Association was left with the president, Inspector Craig. The minutes of the last meeting of the Institute were then read and adopted.

The pre ident started the regular work of the session with a practical and stirring address. The Institute brought a large number of teachers together and must be of value, especially to the younger members of the profession. He pointed out that this session would be a practical one as more than one-half of the time was to be devoted to lessons. The president encouraged the teachers to become members of the Provincial Teachers' Union and thus have their interests protected. He also mentioned that the writing in many of the schools might be improved, and urged teachers to pay careful attention to this part of their work, especially where vertical writing was in use, by seeing that a back-hand was not developed. Care and thorough examination are the sure ways of improvement. The president also spoke along the lines of consolidation of small sections, pointing out the advantages and urged teachers to help in the union of small sections wherever practical. Inspector Craig said that in many of the miscellaneous schools he found the teacher had made no plans for desk work, consequently pupils were often without employment. He recommended that all teachers have a well-planned time table so that pupils would have a variety of work.

The president then introduced Mr. W. C. Stapleton, B. Sc., Principal of the Oxford schools, who read a well prepared paper

on "Teachers' Ideals and the dangers of following them too closely." In part he said, too many teachers thought more of passing their pupils at the Provincial Examinations than in educating them in a way to lay a foundation for the future. Sport should be indulged in for physical development, and thus keep the body healthy, which is an important factor in education. Mr. Stapleton also said that teachers should encourage pupils to help themselves, and recommended the setting of home-work to bring this about. He further urged the teachers to make their teaching practical and do what is right regardle s of public opinion. An interesting discussion followed, in which Dr. MacKay, Superintendent of Education; Dr. Hay, St. John, and others took an active part. A second paper was read by Miss J. Wallace Mortimer, Principal of Apple River schools, on "The relation of the Teacher to the Course of Study." This was an admirable paper in which Miss Mortimer expressed herself clearly and concisely, believing that the teacher and not the Course of Study was the important factor in education, the teacher's life must make or mar the product of his, or her, work. She also expressed the belief that if all inefficient teachers left the profession the salary problem would be somewhat simplified. Teachers should avail themselves of every opportunity for improvement and keep up the standard and dignity of the profession. A discussion on the subject matter of this paper followed, in which Superintendent A. H. MacKay, Rev. Mr. Mack, and Rev. Mr. Tingley took a lively interest.

The second session was opened by the president introducing Principal Lay of Amherst Academy, who gave a very interesting and profitable dissertation on the filling out of the "Phenological Schedule," and urged teachers to give this feature more attention. Dr. MacKay, Supt. of Education, then spent some time explaining the meaning and uses of these schedules and showed how the work was being noticed in other countries. Miss Josephine Stevens, B. A., Principal of River Hebert schools, followed this discussion with an interesting and practical lesson on "Liquid Pressure." Miss Stevens demonstrated, with very simple apparatus, all the important laws connected with the lesson. In the remarks which followed, teachers were advised to adopt Miss Stevens' plan and use simple apparatus to illustrate such lessons instead of giving the pupils dry facts as is too often the case. A useful and profitable paper on "Rural School Libraries," by Miss Lockhart, B. A., Principal of Northport schools, closed the morning session.

The afternoon session was opened with a lesson on "Solutions and Mixtures," by Miss Murray, of the Springhill schools, followed by a lesson on "Iron Ores, their manufacture and uses,"

by Miss Smith of the Amherst schools. Both these lessons were highly interesting and brought forth much favorable comment. A few simple experiments and careful observation made every fact obtained clear to the pupils. In the discussion which followed, Principal Lay and Supt. MacKay paid high compliments to both teachers for the admirable way in which the subject matter of the lessons was presented to the pupils. Supt. MacKay explained the method of teaching Natural Philosophy in the German schools. He thought the study of natural phenomena had a cultural effect, and that one should study nature for common sense. Dr. Hay, St. John, also took an active part in the discussion. One of the best papers of the Institute, and one from which all teachers should obtain a volume of information, was read by E. W. Connolly, B.A., of the Provincial Normal School, on the subject, "The Teacher as a Public Health Officer." He explained fully the duties of teachers towards the health of the pupils in their charge. Teachers should keep a careful eye upon pupils, not only in school, but during recreation hours, and see that pupils sit, stand and walk properly, for all these play an important part in the mind development. He believed that much of the inattention on the part of pupils was due to defects in eyesight or hearing; and urged teachers to test for these defects, outliniing some simple ways of satisfying themselves in this regard. He made a strong appeal to teachers for sanitary improvement of both class-rooms and surroundinigs. He also suggested that teachers be careful and neat in themselves if they wished good results from their work. This paper closed the session.

A public me ting was held on Wednesday evening in the Opera House, and was very largely attended. Inspector Craig presided, and after a few short remarks introduced Dr. A. H. MacKay, Supt. of Education. The Superintendent expressed great pleasure in being able to visit the beautiful town of Pugwash, and in part, said: "The co-operation of parents and teachers would do much to better the condition of educational affairs; shorthand, decimal system and other simplifications in arithmetical operations would be great time savers; our examination system, a unique one, possessing some disadvantages, but the teacher of the right mold will obviate them; most of the difficulties would be overcome by seeing that pupils had a good foundation in the fundamentals and steering a course clear of the rock of the cramming system." Dr. MacKay also thought that the teaching of Natural History does not conflict with other subjects and gives a better idea of practical problems; also that physical training will give persons an erect stature and thus help them to better fulfil their life duties. The Superintendent concluded his address with a plea for higher salaries for teachers, and that this increase must come or the education of the young of our province would be left to the weak and inferior.

Dr. Soloan, Principal of the Normal School, followed with a greatly appreciated and interesting address. Principal Soloan dealt chiefly with the rural problems. He remarked that rural schools demand more attention, and that the co-operation of parents and teachers only on special school days, Arbor Day and Empire Day, would be a great benefit to the community. Well trained teachers must be obtained to bring about the proper relationship, but in the struggle with problems of co-operation and sociology, the teacher mu t not lose sight of the fundamentals of education.

Inspector Craig now introduced Mr. H. J. Logan, M. P., who spoke on the salary question, and urged the teachers to form a union similar to the various trade unions and demand an increase in salary proportionate to the increased cost of living. He thought one of the greatest disgraces of this country was that teachers' salaries had not kept pace with their living expenses.

The speeches were interspersed with several well-delivered choruses, the meeting closed with the National Anthem.

Thursday session was opened at 9 a. m., by a lesson on "Voice, transitive and intransitive Verbs," by Miss Campbell, B. A., Principal of Port Greville schools. The lesson was a very practical one and excited a great deal of interest. This lesson was discussed by Miss Charman, Prin. MacDonald, Mr. Connolly, and others. Then followed an interesting and well-prepared paper on "Military Drill," by W. E. Outhitt, Ph. D. In the absence of Mr. Outhitt it was read by Mr. Crawford, Principal of the Wallace schools. This paper invoked considerable discussion. Dr. A. H. MacKay, Supt. of Education, explained the connection of this drill with the schools of Nova Scotia, showing that it does not foster warlike ideas, but will rather improve our condition in the opposite direction. Dr. Soloan explained the method of teaching at the Normal School and thought that "Military Drill" was rather a misnomer and that Calisthenics or Physical Drill would come nearer to what was intended to be put in force. After some further discussion, the following resolution was unanimously passed:—"*Resolved*,—That in the opinion of the members of this Institute, the subject of Physical Drill should be incorporated into the Course of Study. A lesson on "River Development" was then taught by Mr. D. S. Brennan, Springhill schools, in which much practical information was afforded. By the use of a sand table the pupils readily grasped the ideas presented. This lesson should show teachers the value of a sand table in teaching geography and history.

The last session of the Institute opened at 1.30 p. m., when Mrs. Harper, of the Normal School, read an interesting and highly instructive paper on "The teaching of Music in the Public Schools." A discussion followed in which the teachers received many useful and important aids. The enrolment of the teachers then took place, the number enrolled being 118. Inspector Craig thanked the teachers for their attendance and attention, after which votes of thanks were extended to trustees of Pugwash schools for the use of the school building, to the Pugwash teachers for the assistance they had rendered, to the members of the Normal School Faculty present, to the railways, and to Mr. E. Elliott, who kindly donated the sum of $5.00 to the Association.

The meeting closed with "God Save the King."

F. G. MOREHOUSE, *Secretary.*

III.—DIGBY AND ANNAPOLIS TEACHERS' INSTITUTE, DIVISION No. 4.

(At Bridgetown, 15th and 16th April, 1908. Enrolment 118.)

The teachers of Digby and Annapolis counties held their twenty-seventh session in the High School at Bridgetown, on April the 15th and 16th. The enrolment indicated an attendance of 118, a considerable increase over that of last session.

At 9.30 a. m. on Wednesday, President Morse called the meeting to order. After enrolment and other preliminary business had been transacted, the minutes of last meeting were read and approved. The first subject announced from the program, was: "A Nature Lesson on Bulbs," by Miss E. B. Moore. This was a simple illustrative lesson to Grades I and II, and furnished convincing proof that, when properly guided, even the youngest child can be led to see and reason and draw conclusions for himself. Miss Winifred Moses, primary teacher at the Consolidated school, Middleton, then conducted a Reading lesson with a class of Grade II pupils. Text-books were discarded, small pictures were distributed to each of the class, and by skilful questioning they were led to form statements making a complete story of what they saw. The lesson was a practical and instructive example to teachers of the lower grade and was very interesting to all.

These lessons were favourably commented upon by Principals McGill and Ruggles. They considered each a model of its kind, and referred to the intense interest manifested in them by the classes and the entire Institute.

Miss E. M. Hockin of the Consolidated school, then read an instructive paper on "Domestic Science." In her pleasing style, Miss Hockin convinced those who listened that Domestic Science embraces not only a knowledge of cooking, but bears upon every action of the home—indeed, that it is the study of the art of home-making.

Principal Magee of Annapolis Academy, was much pleased with this paper. He thought the one sad feature about Domestic Science was that it could only be taught in the most important centres in the province. He thought that greater publicity should be given to this paper and made a motion, duly seconded and passed, that Miss Hockin be requested to allow her paper to be published in the local press of the counties.

Miss E. R. Wotton then read a paper on "Morality in the Public Schools." In this paper the author contended that if the teacher be of a strong, gentle and refined character, with a high standard of morality, this same high standard will gradually develop in the child, since the lesser mind is always stimulated by the stronger. Teachers are not wholly responsible for the moral standing of the school, but they can do a little to influence it, and it is important that they do what they can.

This paper called forth considerable discussion, but all were agreed that the teacher's object should be to make future citizens, and that he should therefore set the very best example possible.

Meeting then adjourned until 2 o'clock p. m,

Wednesday Afternoon.

Miss Irene Balcom opened the afternoon session with an excellent language and nature study lesson on "Wood," and led the children to a knowledge of many things about its growth, uses, etc.

Dr. Hall and Professor Harlow made some complimentary remarks on this lesson. Miss M. F. Fitzrandolph then gave an illustrative nature lesson to a class of Grade VI pupils on "Leather." She held the undivided attention of every pupil, and their eagerness to answer questions asked, indicated their intense interest in the lesson.

Prof. Harlow was pleased with her plan of co-relating the different subjects and using all as a language lesson as well. Mr. A. D. Brown thought it difficult to decide who displayed the greater enthusiasm over the lesson—teacher or pupils. Miss Cassie S. Whitman then gave an interesting talk on "Teaching Writing

to Grades I and II," which contained many helpful suggestions. After a brief talk on the Brown-tail Moth, by Mr. Messenger of the Fruit Growers' Association, the meeting adjourned to meet at 7.30 p. m.

WEDNESDAY EVENING.

In anticipation of a larger attendance, the evening session was held in the vestry of the Baptist Church. The first paper was by Principal G. B. McGill on "The Rural School of Thirty Years Ago." This was a sweeping criticism of the rural schools of to-day, in which he claimed that these schools did better work thirty years ago than now. He outlined what he thought to be the causes, and in conclusion advocated the consolidation of rural schools.

Dr. Hall took trong exceptions to some of the statements in the last paper. He knew that our rural schools and course of study compare favourably with those of the other provinces or the New England States. He thought the teachers as good now as they ever were, and urged them to join hands to make the conditions such that a criticism of the rural schools, such as this one, could not again be possible.

Then followed an instructive paper by Mr. A. B. Morrison on "Those Rules of Syntax which are really valuable for correcting our Speech," after which Miss Crowe, of Middleton, favored the Institute with a vocal solo which was highly appreciated.

Mr. R. Bent, of Middleton Consolidated school, then read a paper on "The Relation of Mechanic Science to the Public School." This paper contained much valuable information about a subject too little understood by the majority of our ratepayers, and showed that Mechanic Science is not an addition to the school course as is too commonly supposed, but rather its complement.

After a short discussion of thi paper, the meeting adjourned to 9 a. m. Thursday.

THURSDAY MORNING.

The first hour of the morning session was occupied with two practical lessons, one in Mathematics—"The Area of a Circle," by Miss M. L. Sutherland, and one in Science—Botany, by Mr. B. S. Banks. Both lessons were conducted in such a way as only natural and trained teachers could. The program was concluded by a scholarly paper on "The Study of History in the Common Schools," by Mr. E. T. Parker.

The different committees and the delegates to the Provincial Association were then appointed.

On behalf of the teachers of the Institute, Principal Magee then presented President Morse with the following testimonial:—

L. S. MORSE, ESQ., M. A.,
Inspector of District No. 4.

We, the teachers of Inspectorial District No. 4, in convention assembled, desire to offer you our hearty congratulations upon the restoration of your wonted health.

It was with much grief that we, last year, heard of your serious illness, and the fear came to us that we had, perhaps, enjoyed your last official visit, and we wish to state that we were not only grieved at losing your kindly presence in our school-room, year by year, but that we were still more grieved to miss your presence as that of a kindly, genial gentleman. We have felt that we could always lay before you our school-room, and even our ex-official troubles, assured that they would receive kindly attention and consideration, and elicit judicious advice. We are, sir, delighted to have you with us again, and, though not many of us shall have the pleasure of an official visit from you during this present school-year, we look forward with confidence to your presence during the coming year.

We wish further to express our hope that your health may be continued, and we trust that in the coming years, when you retire to that "otium cum dignitate," which your long and arduous life deserves, you may feel that you have done that, than which earth's noblest cannot do more, namely, your part in the uplift of this rising Dominion of which we are all so deservedly proud.

Signed on behalf of the teachers of District No. 4.

W. H. MAGEE.

Mr. Morse feelingly responded. After the financial statement was read, and the usual votes of thanks passed, the Institute adjourned *sine die*.

N. W. HOGG, *Secretary-Treasurer.*